

Minnesota Even Start evaluation report for 2004-05

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Minnesota Even Start evaluation report for 2004-05

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Summary

Descriptive and effectiveness information is reported on Even Start programs from across Minnesota for the 2004-05 program year (July 1, 2004 – June 30, 2005). This is the fourth year in which results are reported on how programs are doing in meeting the Minnesota Even Start Family Literacy Participant Performance Standards. Results from 2004-05 are compared to results from the previous year when possible. The performance standards include 16 performance indicators in the areas of adult education, early childhood education, and parent education. Results from this report can be used to: provide a profile of Even Start programs in Minnesota, help guide program planning and 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 2004-05 year, all 17 Even Start programs completed the form, the same as the previous year.

Numbers served and their characteristics

In 2004-05, the 17 Even Start programs served a total of 459 families, 39 families fewer 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 2004-05 served 27 families, 29 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 2004-05 school year with an average of 17 hours of programming per week. Sixteen of the 17 Even Start programs provided summer programming.

All Even Start programs also made home visits. Even Start staff visited almost all the families they served, averaging just under four visits per family per 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 slightly in meeting these goals in 2004-05, compared to the previous year. For the first indicator, CASAS reading, 82 percent of the programs met the standard. The proportion of participants making expected gains in reading declined from 76 percent in the previous year to 61 percent. For CASAS math (indicator 2), 80 percent of the programs that reported results met the standard. The proportion of participants making expected gains in math was down slightly, from 69 percent in the previous year to 64 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 slightly in 2004-05, compared to the previous year. However, the number of programs reporting that met the standard for this indicator was up from 75

percent in the previous year to 91 percent in 2004-05. Nonetheless, the number of participants meeting their goal (75%) was slightly lower than in 2003-04 (77%).

For the advancing to post-secondary programs indicator (indicator 4), the number of programs reporting and the number of participants assessed in 2004-05 was down from the previous year. Eighty percent of the programs met the standard. A higher proportion of participants met their goal in 2004-05, compared to 2003-04 (72% vs. 56%).

For the two employment performance indicators, obtaining employment and retaining/advancing in employment, results across the two years were similar. High proportions of participants met their goals. In 2004-05, all programs met the standard in retaining/advancing in employment.

Early childhood education

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

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

The first three of the early childhood education indicators assess progress in three developmental domains: personal and social development, language and literacy, and mathematical thinking. The percentage of programs meeting expectations for growth in language and literacy was higher in 2004-05 than the previous year, 75 percent and 65 percent, respectively. Percentages meeting expectations for the other two domains were similar to the previous year. An average of about 10 children were assessed per program and 84-88 percent of the children met the standard for growth across the three developmental domains.

For the fourth indicator, reading level for first to third graders, more Even Start programs reported information in 2004-05 and a higher proportion of children were reading at grade level, compared to the previous year (66% vs. 51%). The numbers of programs

reporting information on the attendance and promotion performance indicators were slightly higher than the previous year. However, the numbers of kindergartners and first graders reported on were similar to the previous year. Almost all of these children met expectations for these two indicators (indicators 5 and 6).

Parent education

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

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

Results on the first two indicators were based on pretest and posttest staff assessments using the Parent Growth Inventory, a new instrument for 2004-05. Twenty-nine percent of the Even Start programs met the standard in parent nurturance and guidance and 69 percent of the participants made expected gains. Forty-one percent of the Even Start programs met the standard in parental support for early learning and literacy and 76 percent of the participants made expected gains.

For the third indicator (child immunizations), the proportion of programs meeting the standard was 88 percent, an increase from 76 percent in the previous year. The proportion of parents meeting the expectation across programs was almost as high as the previous year (94% in 2004-05 and 97% in the previous year).

The early childhood screening results indicated improvement in the proportion of programs meeting the standard (65% compared to 53% in the previous year) and the proportion of parents meeting expectations (94% compared to 84% in 2003-04).

Overall results on the performance indicators

Overall, summing across the 17 Even Start programs, results were reported on performance indicators in 232 cases out of a possible 272 (85%) in 2004-05, a slight increase from 84 percent in the previous year.

Across all Even Start programs, 76 percent of the performance indicators measured were met, down one percentage point from the previous year when 77 percent were met.

Training

Even Start staff most often attended the following training events: Minnesota Family Literacy Conference, Minnesota Family Literacy Pre-conference, parent education, assessment training, early literacy, developmentally appropriate practices, adult literacy and cultural diversity training. All professional staff from the 17 Even Start programs attended training events during 2004-05. All paraprofessional staff from 88 percent of Even Start programs also attended training events during the year. Most Even Start programs (15 out of 17) had staff who attended eight or more hours of cross-training during the year.

Recommendations

Program recommendations

- 1. Identify and build on efforts that have led to improved performance in a couple of areas.** Two areas of concern in 2003-04 showed improvement in 2004-05: early childhood screening and reading skills of first to third graders in Even Start families. The percentage of age-eligible children screened rose from 84 percent to 94 percent. (The goal is 100 percent.) The percentage of first to third graders reading at grade level rose from 51 percent to 66 percent. It may be useful for local Even Start programs to share what actions and strategies they have used to improve performance in these two areas, and what actions, in their view, have been most effective. This exchange of information and ideas may help some programs to improve their efforts. More formal training might be offered if this seems warranted.
- 2. Determine reasons for the relatively low performance on the two parenting skills indicators and what might be done to improve performance.** Most Even Start programs did not meet parenting skills performance standards – only 29 percent of the Even Start programs met the performance standard for “parent nurturance and guidance” and 41 percent met the standard for “parent support for early learning and literacy” in 2004-05. Both of these performance indicators are based on pre-post results on the new Parent Growth Inventory (PGI). Data analysis should be conducted to identify areas where parents are improving their skills and areas where they are not. Even Start program staff should discuss the results of this analysis, their implications, and what actions might be taken to strengthen parent education programming.
- 3. Continue efforts to increase retention of Even Start participants.** Results indicate that pre-post assessments (i.e., CASAS, PGI) are available for about half of adult Even Start participants with 12 or more hours of service. This suggests that many

program participants leave after a relatively short time. For program resources to be used most effectively, it is important that participants remain in the program long enough that significant gains in skills are possible. Programs might examine the areas of needs assessment, selection, and orientation of participants to determine whether there are practices that might be revised to help increase retention.

Evaluation recommendations

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

Note: a new evaluation approach for the state evaluation is being implemented in the 2005-06 program year. This new evaluation is consistent with the recommendations in last year's report (2003-04).

Introduction

Purpose and background

This report describes findings from the Minnesota Even Start Evaluation Reporting Form for the 2004-05 program year (July 1, 2004 – June 30, 2005), the seventh year in which the evaluation has been conducted. (See the Appendix for a copy of the form.) The original form was implemented during the 1998-99 program year to systematically gather descriptive and effectiveness information from Even Start and other family literacy programs across Minnesota. The form has been revised several times since then.

The 2004-05 program year was the fourth year that information was gathered to determine how programs were doing on the Minnesota Family Literacy Participant Performance Standards. These standards, developed during 2001, set goals for participant progress and comply with statutory requirements of the William F. Goodling Even Start Family Literacy Programs (P.L. 106-554). There are a total of 16 performance indicators that relate to program performance in adult education, early childhood education, and parent education. Some revisions in the original indicators were made in fall 2004 and applied to the 2004-05 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 2004-05, the same as in 2003-04 and 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. Previously we provided information for all programs, but since the 2003-04 program year, the 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 four 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 current version of the performance standards.

The form was distributed to all Even Start programs. Each program was asked to complete the form based on the 2004-05 program year and return it by August 2005. Forms were received from all 17 Even Start programs.

Even Start programs in 2004-05:

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 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 2004-05 results when feasible and appropriate. Finally, information on referrals of participants to other services and participation of staff in training events and conferences is described.

Findings

Numbers served and demographics

The total numbers of families, adults and children served in Even Start programs during 2004-05 are indicated in Figure 1 – i.e., those with 12 or more hours of program participation. The 17 Even Start programs served 459 families, including 486 adults and 808 children in 2004-05.

On average, Even Start programs in 2004-05 served fewer families and adults, compared to the previous year. The average number of children served in 2004-05 was the same as the previous year. The Even Start programs served an average of 27 families in 2004-05, a decrease from 29 in 2003-04. In terms of adults, the programs served an average of 29 adults in 2004-05, compared to 30 in 2003-04.

1. Total families, adults and children served by Even Start programs: 2003-04 and 2004-05

| | Even Start N=17 2003-04 | | Even Start N=17 2004-05 | |
|----------|--|----------------|--|----------------|
| | Total number | Average | Total number | Average |
| Families | 498 | 29 | 459 | 27 |
| Adults | 509 | 30 | 486 | 29 |
| Children | 815 | 48 | 808 | 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. Over 85 percent of the adults qualified for free or reduced-price lunch. Over 60 percent of adults were English Language Learners, similar to the previous year.

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 11 to 64. Slightly over 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. On average, 10 of 27 families stayed in the program more than one year.

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 qualified for free or reduced-price lunch.

2. Characteristics of adults, children, and families

| | Number of participants served per program | |
|---|---|--------|
| | Mean | Range |
| Adults' age | | |
| <16 years old | <.5 | 0-1 |
| 16-18 years old | 1.5 | 0-11 |
| 19-24 years old | 9.4 | 2-26 |
| 25-44 years old | 17 | 4-39 |
| 45-59 years old | .5 | 0-3 |
| 60 or more years old | <.5 | 0-3 |
| Total adults | 29 | 15-65 |
| Number qualifying for free or reduced-price lunch | 25 | 0-64 |
| Number of adults who are English Language Learners | 19 | 0-50 |
| Number of newly enrolled adult participants | 15 | 7-29 |
| Number of newly enrolled adult participants without a high school diploma or GED | 12 | 5-19 |
| Number of newly enrolled adult participants who have not gone beyond the 9 th grade | 7 | 0-17 |
| Number of newly enrolled adult participants with a high school diploma or GED who were unable to speak, read, or write English upon program entry | .9 | 0-3 |
| Total families | 27 | 11-64 |
| Number of families who were enrolled first time in the program | 14 | 7-29 |
| Number of newly enrolled families at or below the federal poverty level | 12 | 2-27 |
| Number of families that remained in the program three months or less | 6 | 0-15 |
| Number of families that remained in the program from 4-6 months | 5 | 1-16 |
| Number of families that remained in the program from 7-12 months | 6 | 0-23 |
| Number of families that remained in the program more than 12 months | 10 | 1-32 |
| Children's age | | |
| 0-35 months old | 23 | 12-57 |
| 36 months to 5 years | 15 | 2-35 |
| 5-7 years old | 5 | 0-22 |
| 8 or more years old | 5 | 0-17 |
| Total children (all ages) | 48 | 20-104 |
| Number qualifying for free or reduced-price lunch | 42 | 17-104 |

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 13 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 | 13 |
| English, Liberian English | 11 |
| Somali | 5 |
| Arabic | 5 |
| Oromo | 4 |
| Amharic (Ethiopian) | 2 |
| Khmer/Cambodian | 2 |
| Vietnamese | 2 |
| Tagalog (Philippines) | 2 |
| Nuer (Sudan) | 2 |
| Sapo | 1 |
| Laotian/Lao | 1 |
| Kurdish | 1 |
| Russian | 1 |
| Korean | 1 |
| Hmong | 1 |
| Sudanese | 1 |
| French | 1 |
| Tigrigna | 1 |
| Burmese, Koran | 1 |
| Dinka | 1 |
| Ojibwe | 1 |
| Anuak | 1 |
| Turkish | 1 |
| Albanian | 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. Similar to the previous year, the average number of weeks Even Start programs were offered was 34 and the programs met for an average of 17 hours per week during the 2004-05 school year. The number of hours per week individual programs provided varied widely, ranging from 4 to 26 hours per week across the 17 programs.

Sixteen Even Start programs offered summer programming. These programs averaged six weeks in length, one week more than the previous year. The Even Start programs met for an average of 14 hours per week, the same as 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

| | School year (n=17) | | | | Summer program (n=16) | | | |
|------------|--------------------|-------|----------------|-------|-----------------------|-------|----------------|-------|
| | Weeks offered | | Hours per week | | Weeks offered | | Hours per week | |
| | Mean | Range | Mean | Range | Mean | Range | Mean | Range |
| Even Start | 34 | 28-38 | 17 | 4-26 | 6 | 4-9 | 14 | 4-26 |

Home visits

All Even Start programs reported that they made home visits. The average number of families per program receiving visits was 23 (see Figure 5). This suggests that most of the Even Start families with 12 or more hours of service received at least one home visit. The average number of visits per family during 2004-05 was four, a decline from six visits in the previous year. 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 | 23 | 4-57 | 3.7 | 1.3-7.5 |

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 70+ hours of ABE instruction will demonstrate expected or greater improvements in **reading** on CASAS posttests. Expected gains are 5+ points after 70 hours of instruction.

Progress on the CASAS was separated into two indicators: one for reading and one for math. The definition of expected gains in reading and math was changed slightly in 2004-05. The five-point gain in CASAS reading and math was expected after 70 hours of instruction, compared to 75 hours in the previous year.

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, 236 participants were assessed (i.e., had CASAS reading pretests and posttests) and 143 (61%) made expected gains. This is an average of 13.9 participants assessed per program and an average of 8.4 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 | 236 | 143 | 61% |
| Average per program | 13.9 | 8.4 | |
| Range | 3-33 | 0-21 | 0-100% |

Adult education, performance indicator 2

50% of adult learners who have participated in 70+ hours of ABE instruction will demonstrate expected or greater improvements in **math** on CASAS posttests. Expected gains are 5+ points after 70 hours of instruction

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, 64 percent of adult participants made expected gains. The average number of adult participants assessed per program was 12.5, 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 | 188 | 120 | 64% |
| Average per program | 12.5 | 8.0 | |
| Range | 2-27 | 1-17 | 14-100% |

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 11 of 17 Even Start programs reported results, and 10 of the 11 (91%) met the standard. An average of 11.4 participants per program reporting had a goal related to obtaining a high school diploma or GED. Across programs, 75 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.

Figure 9 presents results for the specific goals within this indicator. A similar proportion of those with the goal of passing one or more GED tests and the goal of completing the GED achieved their goal – 68 percent and 70 percent, respectively. Those working toward their high school diploma, were divided into two groups: a) those age 16 and under or those who were attending high school while in the program, and b) other participants. For participants who had the goal of completing high school credits or passing a Minnesota Basic Skills Test, 50 percent of those age 16 or under or those who were attending high school while in the program and 85 percent of other participants met their goal. For those participants who had the goal of completing their high school diploma, 100 percent of those age 16 or under or those who were attending high school while in the program and 82 percent of other participants met their goal.

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

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

| | Number assessed | Number meeting goal | Percentage meeting goal |
|---------------------|-----------------|---------------------|-------------------------|
| Total participants | 126 | 94 | 75% |
| Average per program | 11.4 | 8.5 | |
| Range | 1-28 | 0-26 | 0-100% |

9. GED and high school diploma progress and completion

| | Number of programs reporting | Number with the goal | Number meeting goal | Percentage meeting goal |
|--|---|---------------------------------|------------------------------------|--|
| Pass one or more GED tests | 9 | 38 | 26 | 68% |
| Complete a GED | 8 | 30 | 21 | 70% |
| Participants age 16 and under or attending high school while in the program | | | | |
| Complete high school credit or pass a MN Basic Skills Test | 3 | 6 | 3 | 50% |
| Complete a high school diploma | 1 | 1 | 1 | 100% |
| All other participants | | | | |
| Complete high school credit or pass a MN Basic Skills Test | 3 | 40 | 34 | 85% |
| Complete a high school diploma | 5 | 11 | 9 | 82% |

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 very small number of Even Start program participants had advancing to higher education or post-secondary training as a goal. As Figure 10 indicates, 5 of the 17 Even Start programs reported results for this indicator with 4 of the 5 (80%) meeting the standard. The proportion of participants meeting their post-secondary education goal across Even Start programs was 72 percent. However, the percentage of participants meeting their goal ranged widely for individual programs.

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

- 5 of 17 Even Start programs reporting
- 4 of 5 (80%) met the standard

| | Number assessed | Number advancing | Percentage advancing |
|---------------------|------------------------|-------------------------|-----------------------------|
| Total participants | 18 | 13 | 72% |
| Average per program | 3.6 | 2.6 | |
| Range | 1-8 | 0-6 | 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.*

As Figure 11 indicates, all 17 Even Start programs reported results on the obtaining employment goal, with 94 percent meeting the standard. Across programs, 82 percent of the participants met their goal of obtaining employment. An average of 5.9 participants per program had the goal of obtaining employment.

11. 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 | 100 | 82 | 82% |
| Average per program | 5.9 | 4.8 | |
| Range | 1-17 | 0-14 | 0-100% |

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 12). All of these 13 programs met the standard. Across programs, 95 percent of the participants met their goal. For the programs reporting, an average of 4.6 participants had a retaining/advancing in employment goal.

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

- 13 of 17 Even Start programs reporting
- 13 of 13 (100%) met the standard

| | Number assessed | Number meeting goal | Percentage meeting goal |
|---------------------|-----------------|---------------------|-------------------------|
| Total participants | 60 | 57 | 95% |
| Average per program | 4.6 | 4.4 | |
| Range | 1-11 | 1-11 | 60-100% |

Figure 13 summarizes the Even Start results for the six adult education performance indicators for 2004-05 and the previous year (2003-04). 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 indicators one and two, CASAS reading and math, there was a decrease in the total number of participants assessed across the 17 programs from 2003-04 to 2004-05, from 250 to 236 in reading and 203 to 188 in math. The proportions of participants making expected gains also declined somewhat from 76 percent to 61 percent in reading and from 69 percent to 64 percent in math. The caveat in comparing results between 2003-04 and 2004-05 is that in 2004-05, the same five point gain was expected after 70 hours of instruction, compared to 75 hours of instruction the previous year.

With regard to the high school diploma/GED indicator, the number of programs reporting results and the number of participants assessed were down slightly in 2004-05 compared to the previous year. The number of programs meeting the standard for this indicator rose

from 75 percent in 2003-04 to 91 percent in 2004-05. However, the number of participants meeting their goal was about the same across the two years. For the advancing to post-secondary programs indicator, the number of programs reporting and the number of participants assessed in 2004-05 were fewer than in the previous year. However, a higher proportion of participants met their goal in 2004-05 (72% vs. 56%). Rising numbers of ELL students in relation to diploma/GED students may account for the lower numbers assessed on these two indicators.

For the two employment performance indicators, obtaining employment and retaining/advancing in employment, results across the two years were similar. High proportions of participants met the goals. In 2004-05, all programs reporting information met the standard for retaining/advancing in employment.

13. Adult education results for 2003-04 and 2004-05

| Performance indicator | Year | Programs | | Adult participants | |
|------------------------------|---------|------------------|---------------------------------|--------------------|--|
| | | Number reporting | Percentage meeting the standard | Number assessed | Percentage meeting the goal/expectations |
| CASAS reading | 2004-05 | 17 | 82% ^a | 236 | 61% ^a |
| | 2003-04 | 17 | 82% | 250 | 76% |
| CASAS math | 2004-05 | 15 | 80% ^a | 188 | 64% ^a |
| | 2003-04 | 15 | 80% | 203 | 69% |
| High school diploma/GED | 2004-05 | 11 | 91% | 126 | 75% |
| | 2003-04 | 12 | 75% | 133 | 77% |
| Advance to post-secondary | 2004-05 | 5 | 80% | 18 | 72% |
| | 2003-04 | 9 | 78% | 39 | 56% |
| Obtain employment | 2004-05 | 17 | 94% | 100 | 82% |
| | 2003-04 | 17 | 94% | 95 | 84% |
| Retain/advance in employment | 2004-05 | 13 | 100% | 60 | 95% |
| | 2003-04 | 13 | 92% | 85 | 92% |

^a A slight change in the amount of instructional hours from 75 hours in 2003-04 to 70 hours in 2004-05 could have affected comparability of results between the 2003-04 and 2004-05.

Early childhood education

This section reports results for the six childhood education performance indicators.

Early childhood education, performance indicators 1-3

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:

Performance indicator 1: Personal and social development

Performance indicator 2: Language and literacy

Performance indicator 3: 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.*

The performance standard regarding progress in developmental areas changed slightly in 2004-05. The three developmental areas, personal and social development, language and literacy, and mathematical thinking, had been combined into one indicator previously. That is, to meet the standard, 80 percent of eligible participants in 2003-04 had to meet growth expectations in all three areas assessed. In 2004-05, each of the three developmental areas was a separate performance indicator.

Sixteen Even Start programs reported information on performance indicators 1 and 2 (personal and social development and language and literacy). Twelve programs (75%) met the standard in personal and social development and in language and literacy. For mathematical thinking (performance indicator 3), 15 programs reported information with 10 programs (67%) meeting the standard.

Figure 14 reports Work Sampling System developmental checklist results for the three indicators: 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 per program were assessed for each of the indicators and 84-88 percent of the children met the standard for growth across the three indicators.

14. Early childhood education, performance indicator 1-3: child development measured by Work Sampling

Performance indicator 1: Personal and social development

- 16 of 17 Even Start programs reporting in Personal and social development
- 12 of 16 (75%) met the standard in Personal and social development

Performance indicator 2: Language and literacy

- 16 of 17 Even Start programs reporting in Language and literacy
- 12 of 16 (75%) met the standard in Language and literacy

Performance indicator 3: Mathematical thinking

- 15 of 17 Even Start programs reporting in Mathematical thinking
- 10 of 15 (67%) met the standard in Mathematical thinking

| Performance indicators 1-3 | Number assessed | Number meeting expectation | Percentage meeting expectation | Average number assessed per program |
|-----------------------------------|------------------------|-----------------------------------|---------------------------------------|--|
| Personal and social development | 160 | 140 | 88% | 10.0 |
| Language and literacy | 159 | 135 | 85% | 9.9 |
| Mathematical thinking | 152 | 128 | 84% | 10.1 |

Early childhood education, performance indicator 4

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 15 indicates that 14 of 17 Even Start programs reported information on this indicator. For the 14 programs reporting, 11 (79%) met the standard. Across the programs, 66 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 four per program reporting, with a range from 1 to 12.

15. Early childhood education, performance indicator 4: reading level of children in grades 1-3

- 14 of 17 Even Start programs reporting
- 11 of 14 (79%) met the standard

| | Number assessed | Number reading at grade level | Percentage reading at grade level |
|---------------------|------------------------|--------------------------------------|--|
| Total participants | 62 | 41 | 66% |
| Average per program | 4.4 | 2.9 | |
| Range | 1-12 | 0-8 | 0-100% |

Early childhood education, performance indicator 5

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.

Figure 16 indicates that 12 of the 17 Even Start programs reported information on this indicator, with 11 of the 12 (92%) meeting the standard. Across programs, 96 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.

16. Early childhood education, performance indicator 5: attendance of kindergarten/first grade children

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

| | Number assessed | Number meeting attendance expectation | Percentage meeting attendance expectation |
|---------------------|------------------------|--|--|
| Total participants | 48 | 46 | 96% |
| Average per program | 4.0 | 3.8 | |
| Range | 1-11 | 0-10 | 0-100% |

Early childhood education, performance indicator 6

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 17 indicates that 13 of the 17 Even Start programs reported information on kindergarten and first graders' promotion to the next grade level, and all of the 13 programs (100%) met the standard. Many school districts in Minnesota promote to the next grade level as a matter of policy.

17. Early childhood education, performance indicator 6: promotion to the next grade level

- 13 of 17 Even Start programs reporting
- 13 of 13 (100%) met the standard

| | Number assessed | Number promoted | Percentage promoted |
|---------------------|-----------------|-----------------|---------------------|
| Total participants | 50 | 50 | 100% |
| Average per program | 3.9 | 3.9 | |
| Range | 1-11 | 1-11 | 100% |

Figure 18 summarizes the Even Start results for the six early childhood education performance indicators for 2003-04 and 2004-05. For the first three early childhood education indicators, 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 higher in 2004-05 than the previous year, 75 percent and 65 percent, respectively. However, the percentage of children meeting growth expectations was slightly lower (85% vs. 87%). The percentages meeting expectations for the other two other domains were similar across the two years. The numbers of 3 to 5 year-olds who were assessed on Work Sampling in 2004-05 were smaller than in 2003-04.

For the performance indicator regarding reading level for first to third graders, more Even Start programs reported information in 2004-05, compared to the previous year. The percentage of children reported to be reading at grade level increased, from 51 percent in 2003-04 to 66 percent in 2004-05. The number of programs reporting information on the attendance and promotion performance indicators and the number of kindergartners and first graders included were similar to the previous year. Very high percentages of these children met expectations for these two indicators (96% for attendance and 100% for promotion).

18. Early childhood education results for 2003-04 and 2004-05

| Performance indicator | Year | Programs | | Children | |
|--------------------------------------|---------|------------------|---------------------------------|-----------------|---|
| | | Number reporting | Percentage meeting the standard | Number assessed | Percentage meeting the goal/expectation |
| Development: Personal & social | 2004-05 | 16 | 75% | 160 | 88% |
| | 2003-04 | 17 | 71% | 174 | 85% |
| Development: Language & literacy | 2004-05 | 16 | 75% | 159 | 85% |
| | 2003-04 | 17 | 65% | 173 | 87% |
| Development: Mathematical thinking | 2004-05 | 15 | 67% | 152 | 84% |
| | 2003-04 | 17 | 71% | 173 | 87% |
| Reading level (grades 1-3) | 2004-05 | 14 | 79% | 62 | 66% |
| | 2003-04 | 11 | 64% | 57 | 51% |
| Attendance (grades K-1) | 2004-05 | 12 | 92% | 48 | 96% |
| | 2003-04 | 11 | 91% | 51 | 98% |
| Promotion to next grade (grades K-1) | 2004-05 | 13 | 100% | 50 | 100% |
| | 2003-04 | 11 | 91% | 48 | 98% |

Parent education

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

Parent education, performance indicators 1 and 2

After participating in 50 hours of parent education time including both parent-child interactive literacy time and parenting sessions, 80% of parent participants will demonstrate an increase in positive interactions with their child(ren) on items on which they were not already at the highest level.* The parent educator indicators, which make up the Parent Growth Inventory, are:

- Parent nurturance and guidance (performance indicator 1)
- Parental support for early learning and literacy (performance indicator 2)

** Increases are based on staff observation using the Parent Growth Inventory. Positive change is defined as advancing at least one level on 50% of the items for which participants weren't at the highest level at pretest (below level 4, on a scale of 1 to 5).*

Previously, the Even Start programs used an eight-item instrument to measure changes in parent-child interaction (part of Glen Palm's Adult Growth and Development through Family Literacy Checklist). In 2004-05, a revised instrument, Parent Growth Inventory, was used to measure parent nurturance and guidance (indicator 1) and parental support for early learning and literacy (indicator 2). The results of these indicators are based on pretest and posttest assessments by staff. The parent nurturance and guidance indicator consists of 10 items and the parental support for early learning and literacy indicator consists of 6 items, a total of 16 items. All 17 Even Start programs reported results for both indicators with five programs (29%) meeting the standard for parent nurturance and guidance and seven programs (41%) meeting the standard for parental support for early learning and literacy. An average of about 15 parents were assessed per program (see Figure 19). Across all programs, 69 percent and 76 percent were reported to have made expected gains in parent nurturance and guidance and parental support for early learning and literacy, respectively.

19. Parent education, performance indicators 1 and 2

Performance indicator 1

- 17 of 17 Even Start programs reporting on parent nurturance and guidance
- 5 of 17 (29%) met the standard on parent nurturance and guidance

Performance indicator 2:

- 17 of 17 Even Start programs reporting on parental support for early learning and literacy
- 7 of 17 (41%) met the standard on parental support for early learning and literacy

| Performance indicators 1 and 2 | Number assessed | Number meeting expectation | Percentage meeting expectation | Average number assessed per program |
|--|------------------------|-----------------------------------|---------------------------------------|--|
| Parent nurturance and guidance | 256 | 177 | 69% | 15.1 |
| Parental support for early learning and literacy | 259 | 197 | 76% | 15.2 |

Parent education, performance indicator 3

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 15 programs (88%) meeting the standard (see Figure 20). An average of about 22 parents were assessed per program, ranging from 11 to 60 for the individual programs. Across all the programs, 94 percent of parents were reported to be up-to-date on their children's immunizations.

20. Parent education, performance indicator 3: up-to-date children's immunizations

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

| | Number assessed | Number meeting expectation | Percentage meeting expectation |
|---------------------|------------------------|-----------------------------------|---------------------------------------|
| Total participants | 372 | 349 | 94% |
| Average per program | 21.9 | 20.5 | |
| Range | 11-60 | 10-60 | 64-100% |

Parent education, performance indicator 4

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 11 (65%) meeting the standard. Across programs, 182 children were screened which was 94 percent of eligible children (Figure 21).

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

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

| | Number reported eligible | Number screened | Percentage screened |
|---------------------|--------------------------|-----------------|---------------------|
| Total participants | 194 | 182 | 94% |
| Average per program | 11.4 | 10.7 | |
| Range | 2-36 | 0-36 | 0-100% |

Figure 22 summarizes Even Start results for the parent education performance indicators in 2004-05 and compares these results to 2003-04 where appropriate. A change in the instrument used to measure the parent-child interactions made the results for performance indicators 1 and 2 not comparable to the previous year. For the immunization indicator, the proportion of programs meeting the standard increased in 2004-05, but the proportion of parents meeting the expectation across programs decreased slightly, as compared to the previous year. Results on the early childhood screening indicator indicated improvement in the proportion of programs meeting the standard and the proportion of parents meeting the expectation. This improvement may have been related to specifying the age range to be included for screening more precisely on the reporting form.

22. Parent education results for 2003-04 and 2004-05

| Performance indicator | Year | Programs | | Adult participants | |
|--|---------|------------------|---------------------------------|--------------------|---|
| | | Number reporting | Percentage meeting the standard | Number assessed | Percentage meeting the goal/expectation |
| Parent nurturance and guidance | 2004-05 | 17 | 29% | 256 | 69% |
| | 2003-04 | _ ^a | _ ^a | _ ^a | _ ^a |
| Parental support for early learning and literacy | 2004-05 | 17 | 41% | 259 | 76% |
| | 2003-04 | _ ^a | _ ^a | _ ^a | _ ^a |
| Child immunizations | 2004-05 | 17 | 88% | 372 | 94% |
| | 2003-04 | 17 | 76% | 343 | 97% |
| Early childhood screening | 2004-05 | 17 | 65% | 194 | 94% |
| | 2003-04 | 17 | 53% | 201 | 84% |

^a A change in the instrument in 2004-05 makes 2003-04 and 2004-05 results not comparable.

All performance indicators

Figure 23 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 232 cases out of a possible 272 (85%) in 2004-05, similar to the previous year (84%). Even Start programs reported on an average of 13.6 indicators of the 16, and met the standard on an average of 10.4 indicators. Across all Even Start programs, 76 percent of the indicators measured were met in 2004-05, similar to the previous year when 77 percent were met. For individual programs in 2004-05, the percentage of performance indicators met ranged from 54 to 100 percent.

23. Summary of results for all performance indicators

A. Even Start (16 performance indicators, 17 programs reporting)

| | Number measured | Number met | Percentage met |
|---------------------|-----------------|------------|----------------|
| Total indicators | 232 | 176 | 76% |
| Average per program | 13.6 | 10.4 | |
| Range | 9-16 | 5-15 | 54-100% |

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 24 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 5.0, with 8 programs making no referrals, 6 making 1-5 referrals, 2 making 11-20, and 1 program making 21 or more.

On average, Even Start programs made the most referrals to Birth to Three programs. The number of referrals to Birth to Three program were higher than the previous year. Referrals to the other agencies listed in Figure 25 were lower than the previous year. For example, referrals to county health nurses from Even Start (per program average of 3.6) were lower than the previous year (per program average of 8.6).

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 (31.9), but this average is skewed by one program that made over 200 referrals to such services. The types of agencies or services to which these referrals were made are indicated in the Appendix.

24. 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 | 5.0 | 8 | 6 | 0 | 2 | 1 |
| County Health Nurse | 3.6 | 6 | 8 | 0 | 3 | 0 |
| Early Childhood Family Education | 4.1 | 8 | 6 | 0 | 2 | 1 |
| Head Start | 4.2 | 4 | 7 | 5 | 1 | 0 |
| School Readiness | 2.9 | 6 | 7 | 4 | 0 | 0 |
| Other agencies | 31.9 | 1 | 2 | 3 | 3 | 8 |

Staff training and development

Programs were given a list of 22 types of training events and conferences and asked to indicate the number of their staff who had attended the training during 2004-05. Figure 25 shows the number of Even Start programs that had staff attending each of 22 types of events and the average attendance per program.

Events or conferences attended most frequently by Even Start program staff were as follows: Minnesota Family Literacy Conference, Minnesota Family Literacy Preconference, parent education, assessment training, early literacy, developmentally appropriate practices, adult literacy and cultural diversity training. On average, Even Start programs had staff attending events in 10 of the categories listed in Figure 25 during 2004-05. However, the number varied widely by individual program, from 4 to 15.

Of those training or conferences attended by the programs staff, an average of one to seven staff participated during 2004-05. An average of seven staff per program attended the Minnesota Family Literacy Conference.

25. Participation in staff development events in 2004-05

| Topic | Number of programs with staff participating in the following trainings or conferences | Average number of staff per program attending the following training or conferences |
|---|--|--|
| MN Family Literacy Conference | 17 | 7.4 |
| MN Family Literacy Preconference | 16 | 5.1 |
| Parent Education | 14 | 2.5 |
| Assessment | 13 | 3.0 |
| Early Literacy | 12 | 3.6 |
| Developmentally Appropriate Practices | 11 | 4.5 |
| Adult Literacy | 11 | 2.8 |
| Cultural Diversity Training | 10 | 4.5 |
| Behavior Management | 9 | 3.6 |
| Principles in Teaching | 9 | 2.0 |
| Drugs and Alcohol Use Prevention | 7 | 4.0 |
| Work with Disabilities Training | 6 | 2.7 |
| Life Skills | 6 | 2.5 |
| Fall Family Literacy Summit | 6 | 4.2 |
| Child Abuse and Neglect | 5 | 2.2 |
| Family Violence Prevention | 5 | 2.4 |
| Screening | 5 | 1.8 |
| Work Readiness Training | 4 | 1.3 |
| Anecdotal Records | 3 | 3.0 |
| National Even Start Association Conference | 2 | 1.5 |
| Time Management | 1 | 1.0 |
| National Family Literacy Conference/Preconference | 1 | 2.0 |

Figure 26 shows the percentage of professional and paraprofessional staff who attended training events during 2004-05. All professional staff from the 17 Even Start programs (100%) and all paraprofessional staff from 15 programs (88%) attended training events in 2004-05.

26. Professional and paraprofessional staff participation in training or conference events in 2004-05

| | Percentage of staff participating by program | |
|--------|--|-------------------------|
| | Professional staff | Para-professional staff |
| 0% | - | 1 |
| 1-19% | - | - |
| 20-39% | - | - |
| 40-59% | - | - |
| 60-79% | - | 1 |
| 80-99% | - | - |
| 100% | 17 | 15 |
| Total | 17 | 17 |

The percentage of staff who participated in at least eight hours of cross-training in 2004-05 is indicated in Figure 27. Fifteen of 17 Even Start programs had staff who participated in such cross-training, including 8 programs with 80 percent or more of their staff participating. The percentage of staff from each program participating in cross-training was about the same as the previous year.

27. Percentage of paraprofessional and professional staff who participated in at least eight hours of cross-training by program

| | Number of Even Start programs |
|--------|-------------------------------|
| 0% | 2 |
| 1-19% | 2 |
| 20-39% | 1 |
| 40-59% | 4 |
| 60-79% | 0 |
| 80-99% | 2 |
| 100% | 6 |
| Total | 17 |

Appendices

*Minnesota Even Start and Family Literacy Programs Evaluation
Reporting Form (2004-05)*

Referrals to other agencies (2004-05)

Minnesota Even Start Evaluation Reporting Form (2004-05)

**MINNESOTA EVEN START
EVALUATION REPORTING FORM
2004-05**

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

Signature of Representative of Primary Partner/
Co-Applicant Agency

Date

For purposes of this report, the program year is July 1st to June 30th.

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

Demographics

Please indicate numbers of children and adults served in each age category (age as of September 1, 2004).

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 _____

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

Total number of adults who are English language learners: _____

List the first language of program participants.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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

Number of newly enrolled families at or below the federal poverty level
 (see poverty guidelines on page 9): _____

Number of newly enrolled adult participants: _____

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

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

Number of newly enrolled adult participants with a high school diploma or GED who were unable to speak, read or write English upon program entry: _____

Number of families that have remained in the program:
 (include all families served, newly enrolled and those continuing)

- | | |
|-------------------------------|------------------------------|
| a) three months or less _____ | c) from 7-12 months _____ |
| b) from 4-6 months _____ | d) more than 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 was offered _____ weeks during the school year _____ hours per week (including parent education, adult basic education, early childhood and PACT time).

Summer program was offered for _____ weeks _____ hours per week

Number of families who received home visits: _____

Total number of home visits completed in program year: _____

Average number of home visits received per family in program year: _____
(total number of home visits divided by number of families receiving one or more home visits)

Adult Education Performance

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

| Goal | Number of participants with the goal | Number of participants who met the goal |
|---|--------------------------------------|---|
| 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 | | |
| <i>Adult participants age 16 and under <u>or</u> attending high school while in the program:</i> | | |
| c. Complete high school credits or pass a MN Basic Skills Test | | |
| d. Complete a high school diploma | | |
| <i>All other adult participants:</i> | | |
| e. Complete high school credits or pass MN Basic Skills Test | | |
| f. Complete 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 70 or more hours of ABE instruction _____.

| Instrument | Number of adults who have participated in 70 or more hours of ABE instruction and have pre and post test scores | Number of adults who have participated in 70 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 5+ points after 70 hours of instruction.

² A gain of one Student Performance Level on the BEST is expected after 70 hours of instruction.

³ A .6-1 grade level increase on the TABE is expected after 70 hours of instruction.

Note. Initial assessment is done within the first month of enrollment. An interim assessment is done after 70-140 hours of ABE instruction after the initial assessment. A last assessment is done near the end of the program year.

Please explain reasons for lack of pre and post test scores for adults who participated in 70 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 with 50 or more hours of parent education (includes both parenting sessions and PACT): _____.

For those parents, report the information in the chart below.

| Parent Growth Inventory (PGI) | Number with both pre and post assessments | Number making expected gains* |
|--|--|--------------------------------------|
| Parent nurturance and guidance | | |
| Parental support for early learning and literacy | | |

* For the PGI expected gains are defined as advancing at least one level on 50% of the items for which the parent was below level 4 at pretest. If there are multiple children in the family, complete the checklist with reference to the oldest child attending PACT.

Note. Initial assessment is done after at least 4 weeks and before 6 weeks of attendance this program year. The second (post-test) assessment is done near the end of the program year or the end of the family’s program participation, which ever comes first. The parent must have a minimum of three months of program participation between assessments. The assessment is based on observations over a 4-6 week period. The rating given is the modal judgment over that period.

PLEASE PROVIDE INDIVIDUAL PGI DATA BY COMPLETING PAGES 10-13.

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 preschool children age 39 months to 5 years at program entry who were enrolled in the program three or more months _____
- 2b. Number of these children who have completed Early Childhood Screening, or its equivalent: _____

Early Childhood Education

Indicate the number of 3-5 year olds not in kindergarten with 100 hours of Early Childhood Education or enrolled four or more months, which ever comes first _____. For those children report the information requested in the chart below.

| Work Sampling Developmental Checklist | Number of children with at least two observations | Number of children showing expected progress* |
|---|---|---|
| Personality and Social Development | | |
| Language and Literacy (English language skills) | | |
| Mathematical Thinking | | |

* 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.”

Note. Initial assessment is done after at least 4 weeks and before 6 weeks of attendance this program year. Complete a second assessment near the end of the program year, or the end of the child’s program participation, which ever comes first.

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 based on the district’s definition.)

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 Development

Indicate the number of Even Start staff who participated in the following trainings or conferences during the program year.

| Number | Number | Number |
|---|---|---------------------------------------|
| _____ MN Family Literacy Preconference | _____ Time Management | _____ Work With Disabilities Training |
| _____ MN Family Literacy Conference | _____ Anecdotal Records | _____ Child Abuse and Neglect |
| _____ Fall Family Literacy Summit | _____ Behavior Management | _____ Early Literacy |
| _____ National Family Literacy Conference/ Preconference | _____ Family Violence Prevention | _____ Work Readiness Training |
| _____ National Even Start Association Conference | _____ Drugs and Alcohol Use Prevention | _____ Cultural Diversity Training |
| _____ Screening – What tool? _____ | _____ Developmentally Appropriate Practices | _____ Principles in Teaching |
| _____ _____ | _____ Life Skills | _____ Adult Literacy |
| _____ Assessment– What tool? _____ | | _____ Parent Education |
| _____ _____ | | |

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)

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

| Size of family unit | Poverty threshold | |
|---------------------------------|-------------------|----------|
| | 2003 | 2004 |
| 1 | \$ 8,980 | \$ 9,310 |
| 2 | 12,120 | 12,490 |
| 3 | 15,260 | 15,670 |
| 4 | 18,400 | 18,850 |
| 5 | 21,540 | 22,030 |
| 6 | 24,680 | 25,210 |
| 7 | 27,820 | 28,390 |
| 8 | 30,960 | 31,570 |
| For each additional person, add | 3,140 | 3,180 |

Parenting Growth Inventory (PGI): Program Record 2004-05

Report data only for parents who have complete pre/post ratings for 2004-05

| Parent # | Gender | Age | Child Age | Years in Program | Hours of PE | ESL |
|----------|--------|-----|-----------|------------------|-------------|-----|
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Guidelines for reporting parent variables

Gender: 1=male, 2=female

Age: Parent age at the start of program year (9-1-04)

Child Age: Age of the oldest child in the program at start of program year (9-1-04)

Years in Program: 1=2004-05 is the first year, 2=second year, 3=three or more years in program

Hours of Parent Ed Services: number of hours of parent education during the 2004-05 program year including PACT

ESL/ English as second language: 1=yes, 2=no

PGI- Program Record: Domain I-Parental Nurturance

| Parent # | 1.1-Pre | 1.1-Post | 1.2-Pre | 1.2-Post | 1.3-Pre | 1.3-Post | 1.4-Pre | 1.4-Post | 1.5-Pre | 1.5-Post |
|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|
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PGI- Program Record: Domain II-Parental Guidance

| Parent # | 2.1-Pre | 2.1-Post | 2.2-Pre | 2.2-Post | 2.3-Pre | 2.3-Post | 2.4-Pre | 2.4-Post | 2.5-Pre | 2.5-Post |
|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|
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PGI- Program Record: Domain III-Parental Support for Language and Literacy

| Parent # | 3.1-Pre | 3.1-Post | 3.2-Pre | 3.2-Post | 3.3-Pre | 3.3-Post | 3.4-Pre | 3.4-Post | 3.5-Pre | 3.5-Post | 3.6-Pre | 3.6-Post |
|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|
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Thank you for your cooperating in completing this state Even Start evaluation form.

Reports must be postmarked and sent to the MN Department of Education by August 15, 2005.

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

Referrals to other agencies (2004-05)

Even Start programs (N=17)

| Type of agency | Number of referrals |
|---|----------------------------|
| Medical Assistance/services | 128 |
| Food or clothing shelves | 89 |
| Other early childhood programs/services | 76 |
| Adult learning; MN Extension services; post secondary education | 35 |
| Mental health services or counseling | 26 |
| Dental services | 24 |
| Employment | 21 |
| Housing and energy assistance | 14 |
| Legal services | 4 |
| Homeless shelter | 2 |
| Public schools | 2 |
| Domestic violence issues | 2 |
| Other programs and social services | 185 |