

# **Minnesota Even Start and Family Literacy**

*2001-02 evaluation report*

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*2001-02 evaluation report*

**January 2003**

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The Minnesota Department of Children, Families & Learning

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# Acknowledgments

The following Wilder Research Center employees helped in processing and analyzing the data and in producing this report:

Marilyn Conrad  
Philip Cooper  
Kari Danielson  
Edith Gozali-Lee  
Louann Graham  
Heather Johnson

The following group contributed to the development of the Minnesota Family Literacy Participant Performance Standards and to the Evaluation Reporting Form: Dianne Dayton, Family Literacy Specialist, Bonnie Griffiths, Even Start State Coordinator and Sandy Simar, Head Start, from the Department of Children, Families & Learning; Martha Debelak, Osseo Even Start; Terry Donovan, Even Start Evaluator; Jackie Johnston, St. Louis Park Even Start; Dan Mueller, Even Start Evaluator; Julie Nigon, Rochester Even Start, Glen Palm, Even Start Evaluator; and Wendy West, Bloomington Even Start.

# Summary

## *Background and methods*

This report describes findings from the Minnesota Even Start and Family Literacy Programs Evaluation Reporting Form for the 2001-02 program year (July 1, 2001 – June 30, 2002), the fourth year in which the form has been used. The form is a means of gathering descriptive and effectiveness information on Even Start and other Family Literacy programs across the state. Beginning in 2001-02, programs reported information with reference to the Minnesota Family Literacy Participant Performance Standards. Hence, this report presents results for the first time indicating how programs are doing on 13 performance indicators in the areas of adult education, early childhood education, and parent education. Results from this report can be used to: provide a profile of Family Literacy programs in Minnesota, help guide program planning and development efforts, and communicate with policy-makers and others about family literacy.

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

Even Start and other Family Literacy programs are asked to complete the Evaluation Reporting Form after each program year ends and return it to the Minnesota Department of Children, Families & Learning. For the 2001-02 year, all 13 Even Start programs and 33 other Family Literacy programs (which represents over half of other Family Literacy programs in Minnesota) completed the form, for a total of 46 programs. In the previous year, 9 Even Start programs completed the form (there were only 9 Even Start programs at that time) and 12 other Family Literacy programs completed it. Hence, this year's report provides a fuller picture of family literacy in Minnesota compared to last year. Results were analyzed separately for Even Start programs and the other non-Even Start Family Literacy programs. This latter group is referred to simply as "Family Literacy programs."

### **What were the numbers and characteristics of program participants?**

In 2001-02, the 13 Even Start programs served a total of 434 families (90 more than the previous year) and the 33 Family Literacy programs served 728 families, for a total of 1,162 families. Even Start programs on the average served 50 percent more families than Family Literacy programs – a per program average of 33 versus 22 families. In most cases, one adult was served per family, but often multiple children were served. The average number of children served in Even Start programs was 52 and in Family Literacy programs it was 31. There was wide variability in the numbers of families, adults and children served by individual Even Start and Family Literacy programs. For example, the number of families served by Even Start programs ranged from 20 to 54 and the number served by Family Literacy programs ranged from 6 to 121.

Over half of the adults served by these two sets of programs were 25 to 44 years old, while about half of the children served were under 3 years of age. Most adults and children in both sets of programs qualified for free or reduced-price lunch, although the proportion qualifying tended to be higher in Even Start programs, indicating that Even Start serves a somewhat more impoverished population. Many participants in both Even Start and Family Literacy programs were English Language Learners (ELL). Among these participants, Spanish was the most common first language, followed by Somali, Vietnamese, and Arabic. A total of 25 languages were mentioned by the 13 Even Start programs and 45 languages were mentioned by the 33 Family Literacy programs.

### **What were the schedules and home visiting levels of the programs?**

Even Start programs met for an average of 34 weeks during the 2001-02 school year with an average of 16 hours of programming per week. The comparable figures for Family Literacy programs were 30 weeks and 8 hours per week. All Even Start programs also provided summer programming while just over one-third of the Family Literacy programs did so.

All Even Start programs and 6 in 10 Family Literacy programs made home visits. Even Start staff visited almost all the families they served an average of 4 times during the year. Family Literacy programs tended to visit fewer families and do fewer visits per family.

## **How much progress are participants making in adult education?**

Progress in adult education is measured using 6 performance indicators summarized briefly below:

1. Academic gains in reading and math (measured using the CASAS test)
2. Obtaining a driver's license (for those with this goal)
3. Ability to complete everyday forms independently
4. Obtaining or progressing toward a high school diploma or GED (for those with these goals)
5. Advancing to post-secondary education (for those with this goal)
6. Obtaining, retaining or advancing in a job (for those with employment goals)

Most Even Start programs reported information on each of the indicators, while a lower proportion of Family Literacy programs did so (varying between one-third and two-thirds reporting information across the 6 indicators).

Turning to the first indicator, 60 percent or more of the participants assessed across all programs reporting information made expected gains in reading and math. However, the standard was set at 70 percent, and consequently, most programs did not meet the standard. Also, many programs, especially Family Literacy programs, did not measure math gains.

In Even Start programs, 27 percent of participants with "obtaining a driver's license" as a goal achieved their goal. The standard was set at 33 percent, and consequently, most Even Start programs did not meet the standard. A small number of Family Literacy program participants had obtaining a driver's license as a goal and most of them achieved it (67%).

Most participants learned to complete forms independently. Hence, most programs reporting information on this performance indicator met the standard.

About two-thirds of participants with "obtaining or progressing toward a high school diploma or GED" as a goal accomplished their goal. Approximately three-quarters of the programs reporting information met the standard for this indicator (which is 50% of participants meeting their goal).

About one-quarter of Even Start participants and over half of Family Literacy participants with the goal of advancing to post-secondary education accomplished their goal. However, the proportion of Even Start participants with this goal was much higher than that for Family Literacy participants. Slightly over half of Even Start programs and over 80 percent of Family Literacy programs reporting information met the standard for this indicator (which was 50% of participants meeting the goal).

The majority of participants (58-70%) in both sets of programs met their employment goals related to obtaining, retaining or advancing in their jobs, and most programs reporting information met the standard for this indicator (which was 50% of participants meeting their goal).

### **How are children in participating families progressing in early childhood education and in the early years of elementary school?**

Children's progress was measured using 4 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

Most Even Start programs reported information on each of these indicators and approximately one-quarter to one-half of Family Literacy programs did so across the 4 indicators.

For the first indicator, programs reported the percentage of children showing growth in personal and social development, language and literacy, and mathematical thinking based on the Work Sampling System. Over 90 percent of the children assessed showed growth in each of these areas, and most of the programs reporting information met the standard of 80 percent of the children showing growth. While almost all Even Start programs reported information on this indicator only 27 percent of Family Literacy programs did so.

A relatively low number of both Even Start and Family Literacy programs reported information on reading levels of first to third graders in participating families, although Even Start programs reported on considerably more children. Results indicated that about half of the Even Start and 90 percent of the Family Literacy children were reading at grade level. The standard was 50 percent of the children reading at grade level or above.

The third indicator asked for the percentage of kindergartners and first graders in participating families who had 10 days or fewer of unexcused absences during the school year, with the standard being 95 percent. Overall, across programs, the percentage of Even Start children with 10 or fewer unexcused absences was 89 percent, and for Family Literacy children, 63 percent. Just over half of the programs met the standard of 95 percent.

The fourth performance indicator refers to the percentage of kindergartners and first graders in participating families that are promoted to the next grade, with the standard being 95 percent. Almost all children reported on by both sets of programs were promoted, and consequently, all programs reporting information on this indicator, except 1, met the standard.

### **How are participants progressing in parent education?**

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

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

Results on the first indicator were based on pretest and posttest staff assessments using Glen Palm's Adult Growth and Development through Family Literacy Checklist, Parenting Skills section. All Even Start programs and only 9 percent of Family Literacy programs reported information on this indicator. Across Even Start programs, approximately half of the participants assessed showed improved parent-child interactions. The standard was 80 percent for this indicator, and consequently, most programs did not meet the standard.

All Even Start and almost all Family Literacy programs reported information on the percentage of children in participating families who were up-to-date on their immunizations. High percentages of children (96-98%) across both sets of programs were up-to-date on their immunizations. The standard was 95 percent, and most programs reporting information met this standard.

Because of a "glitch" in the evaluation reporting form, it wasn't possible to assess how many programs were doing on the third indicator regarding early childhood screening, especially Family Literacy programs. However, results from 9 of the 13 Even Start programs indicated that 88 percent of 3-5 year olds were screened before kindergarten entry. The standard was 100 percent, and 7 of the 9 programs met the standard.

### **How were Family Literacy programs staffed?**

Both Even Start and Family Literacy programs had primarily part-time staff, with Even Start programs having somewhat higher numbers of such staff (average of approximately 12 and 10 part-time staff, respectively). There were no large changes in staffing in Even Start programs compared to the previous year.

Almost all programs had part-time managers or administrators, and almost all Even Start programs and most Family Literacy programs 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.

### **What types of training events were attended by staff and what proportion of staff attended such events?**

The training events to which programs most frequently sent staff in 2001-02 (i.e., 24 or more programs sending staff) were as follows: Minnesota Family Literacy Conference/Pre-conference, Family Literacy Fall Institute, ESL/Family Literacy Conference, cultural diversity training, and assessment training. Many Even Start programs (8 of 13) also attended the Family Literacy Quality Indicators training. Even Start program staff attended an average of 13.5 training events during 2001-02 compared to 9.7 for Family Literacy program staff.

All professional staff from Even Start programs and three-quarters of professional staff from Family Literacy programs attended training events during 2001-02. Most paraprofessional staff from Even Start and Family Literacy programs also attended training events during the year. All Even Start programs had staff who attended eight or more hours of cross-training during the year, while slightly over half of Family Literacy programs had staff who attended such training.

### **With what organizations did programs collaborate and what did they receive?**

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 Education; Head Start; Title I, II or III; special education; public health; or institutions of higher education. Results indicated that most Even Start and Family Literacy programs received funding and regular services from Adult Basic Education and Early Childhood Education. Fewer programs received funding or services from Head Start or Title I, II or III. Most Even Start programs and a minority of Family Literacy programs received regular services from special education. The majority of Even Start and Family Literacy

programs received supplemental services from public health. Some of both sets of programs received services from higher education institutions.

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

# Introduction

## *Purpose and background*

This report describes findings from the Minnesota Even Start and Family Literacy Programs Evaluation Reporting Form for the 2001-02 program year (July 1, 2001 – June 30, 2002), the fourth year in which the form was 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 Family Literacy programs across Minnesota.

The 2001-02 program year was the first year that information was gathered through this form to determine how programs were doing on the Minnesota Family Literacy Participant Performance Standards. These standards, developed during 2001, set goals for participant progress and comply with statutory requirements of the William F. Goodling Even Start Family Literacy Programs (P.L. 106-554). There are a total of 13 performance indicators that relate to program performance in adult education, early childhood education, and parent education.

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

Even Start is a federally funded Family Literacy program administered through the states. There were 13 Even Start programs in Minnesota during 2001-02. There are many other Family Literacy programs in Minnesota that do not receive funding through Even Start.

Family Literacy programs are education programs that integrate instruction for adults and their children. Adults in the program usually lack a high school diploma or GED, or are learning English as a second language. The aims of Family Literacy programs are as follows:

- Break the cycle of illiteracy in families
- Increase the literacy skills of adults
- Provide quality learning opportunities for the children of participating adults

- Assist parents in their role as their child's first teacher
- Increase the economic self-sufficiency of adults.

To address these aims, Family Literacy programs have four basic components:

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

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

## ***Methods***

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

The form was distributed to all Even Start and other Family Literacy programs. Each program was asked to complete the form based on the 2001-02 program year and return it in August 2002. Forms were received from all 13 Even Start programs and 33 other Family Literacy programs. The number of non-Even Start programs completing the form was a large increase from the previous year and represents over half of the programs in the state.

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

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**1. Programs from whom reports were received: 2001-02**

<b>Even Start sites (N=13)</b>	<b>Family Literacy sites (N=33)</b>
Albert Lea	Austin
Bemidji	Barnum
Bloomington/Richfield	Blaine AM
Chaska	Blaine PM
Detroit Lakes	Buffalo
Minneapolis	Cloquet
Moorhead	Crookston
Mounds View	Duluth
Osseo	East Grand Forks
Rochester	Farmington
St. James	Forest Lake
St. Paul	Grand Rapids
Worthington	Hopkins
	Lakeville
	Mankato
	Metro North
	Monticello
	North St. Paul
	Osseo
	Robbinsdale
	Rosemount-Apple Valley
	St. Cloud
	St. Cloud Southside
	St. Francis
	St. Louis Park
	Sauk Rapids
	Stillwater
	South Suburban (Family Learning)
	South Suburban (Roots and Wings)
	South Washington Co.
	Thief River Falls
	Wayzata
	Winona

## *Contents of the report*

The report summarizes the information provided by the 46 programs, separating out the results for the Even Start programs and for the other, non-Even Start Family Literacy programs (referred to, simply, as “Family Literacy” programs throughout the report). First, the numbers of families, adults and children enrolled in each program and their demographic characteristics are described, followed by information on program schedules and home visits. Then, results are presented for each of the performance indicators, starting with adult education indicators, followed by early childhood education indicators and parent education indicators. Next, summary information is provided on how Family Literacy programs are staffed. Then, participation of staff in training events and conferences is described. Finally, information is presented regarding with whom Family Literacy programs collaborate and for what types of services.

# Findings

## *Numbers served and demographics*

The total number of families, adults and children served in Even Start and Family Literacy programs during 2001-02 is indicated in Figure 2. The 13 Even Start programs served 434 families, including 447 adults and 673 children. The comparable numbers for the 33 Family Literacy programs reporting were 728 families, 751 adults and 1,016 children.

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### **2. Total families, adults and children served by Even Start and Family Literacy programs: 2001-02**

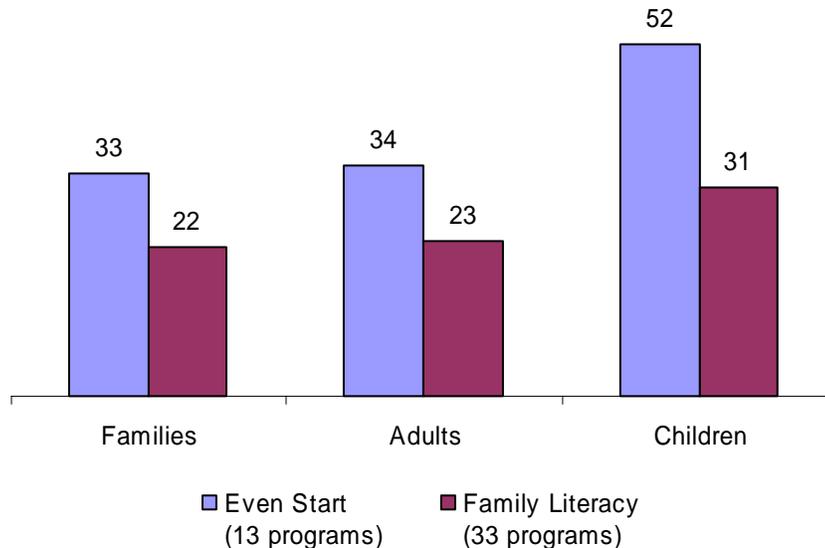
	<b>Even Start N=13</b>	<b>Family Literacy N=33</b>	<b>Total served N=46</b>
Families	434	728	1,162
Adults	447	751	1,198
Children	673	1,016	1,689

Figure 3 indicates the average (mean) number of families, adults and children served for the two sets of programs – i.e., those with 12 or more hours of program participation. On average, Even Start programs served 50 percent more families than Family Literacy programs, and tended to serve more children within those families. However, the numbers served by individual programs varied widely.

More specifically, we see from Figure 3 that the mean number of families served by the Even Start programs was 33 and the mean number served by the Family Literacy programs was 22. The ranges in number of families served by these two sets of programs were 20 to 54 and 6 to 121, respectively. The mean number of adults served by Even Start programs was 34, with a range of 19 to 62, while the mean for Family Literacy programs was 23, with a range of 6 to 123. Even Start programs served a mean of 52 children compared to 31 for other Family Literacy programs. The ranges in children served for these two sets of programs were 26-83 and 9-165, respectively.

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**3. Mean number of families, adults and children served by Even Start and Family Literacy programs: 2001-02**



The number of adults served by age group is shown in Figure 4. The mean and range are reported for each age group for the Even Start and Family Literacy programs, separately. Over half of adults served were in the 25 to 44 year old age group for both the Even Start and other Family Literacy programs. The programs tended to serve low numbers of persons age 18 or younger and age 45 or older. About 9 in 10 of the adults served by Even Start programs qualified for free or reduced price lunch, while about 7 in 10 adults served by Family Literacy programs did so (see Figure 4). Data on free/reduced-price lunch were not available from 5 of the Family Literacy programs reporting.

The breakdown by age in number of children served is shown in Figure 5, which indicates the mean and range for each age group for the two sets of programs. The largest number of children (approximately half) served by both Even Start and Family Literacy programs were age 0 to 35 months, while low numbers of children age 8 or older were served by the two sets of programs. About 9 in 10 Even Start children and 8 in 10 Family Literacy children qualified for free or reduced price lunch (see Figure 5).

#### 4. Adults served by age

Age group	Number of adults served by program								
	Even Start			Family Literacy			Total		
	Number of programs reporting	Mean	Range	Number of programs reporting	Mean	Range	Number of programs reporting	Mean	Range
16-18 years old	13	3	0-7	33	1	0-7	46	2	0-7
19-24 years old	13	10	3-21	33	7	0-22	46	8	0-22
25-44 years old	13	20	6-53	33	14	0-76	46	16	0-76
45-59 years old	13	1	0-6	33	1	0-11	46	1	0-11
60 or more years old	13	0	0	33	0	0-10	46	0	0-10
Total adults	13	34	19-62	33	23	6-123	46	26	6-123
Number qualifying for free or reduced price lunch	13	31	18-55	28	16	0-65	41	21	0-65
Total families	13	33	20-54	33	22	6-121	46	25	6-121

#### 5. Children served by age

Age group	Number of children served by program								
	Even Start			Family Literacy			Total		
	Number of programs reporting	Mean	Range	Number of programs reporting	Mean	Range	Number of programs reporting	Mean	Range
0-35 months old	13	28	8-53	33	15	0-56	46	18	0-56
36 months to 5 years	13	16	5-35	33	11	3-68	46	13	3-68
5-7 years old	13	6	1-20	33	3	0-37	46	4	0-37
8 or more years old	13	2	0-8	33	1	0-32	46	2	0-32
Total children (all ages)	13	52	26-83	33	31	9-165	46	37	9-165
Number qualifying for free or reduced price lunch	13	46	22-83	28	24	0-77	41	31	0-83

Many of the participants in both Even Start and other Family Literacy programs were English Language Learners (ELL) or English as a Second Language (ESL) learners. The first languages of participants in Even Start and Family Literacy programs are indicated in Figure 6. (Note that in some instances programs listed the country of origin of participants rather than the language.) The figure shows the number of Even Start and Family Literacy programs that had participants for each language spoken. For example, Spanish was the first language of one or more participants in 9 Even Start programs and 25 Family Literacy programs. Other languages, besides English, found in 9 or more programs were Somali, Vietnamese, and Arabic. A total of 25 languages were mentioned by the 13 Even Start programs and 45 languages were mentioned by the 33 Family Literacy programs.

## 6. First language of program participants

Language	Number of programs with language		
	Even Start N=13	Family Literacy N=33	Total N=46
Spanish	9	25	34
English	8	18	26
Somali	6	9	15
Vietnamese	5	8	13
Arabic	3	6	9
Chinese	0	7	7
Bosnian	2	4	6
Tagalog (Philippines)	2	4	6
Laotian/Lao	3	3	6
Amharic (Ethiopian)	3	3	6
Japanese	0	5	5
Ukrainian	0	5	5
Kurdish	2	3	5
Russian	0	4	4
Korean	0	4	4
Khmer/Cambodian	1	3	4
Hmong	1	3	4
Philippine	1	3	4
Oromo	2	2	4
Sudanese	2	2	4
Thai	0	3	3
Anauk	1	2	3
Portuguese	0	2	2

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**6. First language of program participants (continued)**

Language	Number of programs with language		
	Even Start N=13	Family Literacy N=33	Total N=46
German	0	2	2
Lithuanian	0	2	2
Indian	0	2	2
Iran (Farsi)	0	2	2
French	1	1	2
Ethiopian	0	1	1
Moldovan	0	1	1
Onyuwak/Amharic	0	1	1
Palestine	0	1	1
Jordan	0	1	1
Sudan (Nuer)	0	1	1
Ghana	0	1	1
Nour	0	1	1
Telegu	0	1	1
Creole	0	1	1
Nigerian	0	1	1
Bangladesh	0	1	1
Eritrea (Amarinya)	0	1	1
Sudan	0	1	1
Tigerga (Evitrea)	0	1	1
Lebanese	0	1	1
Pakistan	0	1	1
Telugu (India)	1	0	1
Bari	1	0	1
Pashto	1	0	1
Tigrigna	1	0	1
Liberian English Liberian dialects (Sapo, Grebo)	1	0	1
Ekegusii	1	0	1
Kiswahili (Swahili)	1	0	1
Kwakwa	1	0	1

## *Program schedules and home visits*

### **Schedules**

The number of weeks programming was offered and the number of hours per week are shown for Even Start and Family Literacy programs in Figure 7. The average number of weeks Even Start programs were offered during the school year was 34. Even Start programs met for an average of 16 hours per week during the school year, varying from 12 to 24 hours per week across the 13 programs. Family Literacy programs tended to be offered for fewer weeks during the school year (average of 30 weeks) and met for an average of half the hours per week of Even Start programs.

All 13 Even Start programs offered summer programming. These programs averaged 5 weeks in length and 14 hours per week. Only 36 percent of the Family Literacy programs offered summer programming.

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### **7. Program schedules**

	Number of programs reporting	School year				Summer program			
		Weeks offered		Hours per week		Weeks offered		Hours per week	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
Even Start	13	34	26-44	16	12-24	5	3-6	14	5-24
Family Literacy	33	30	2-38	8	2-21	6	2-10	8	2-21
Total	46	31	2-44	11	2-24	6	2-10	11	2-24

**Note:** Only 12 of the 33 (36%) Family Literacy programs offered a summer program. All 13 Even Start programs offered a summer program.

## *Home visits*

All Even Start programs and 20 of the 33 (61%) Family Literacy programs reported that they made home visits. The average number of families per program receiving visits was 32 in Even Start programs and 11 in the Family Literacy programs that did home visiting (see Figure 8). This suggests that almost all Even Start families with 12 or more hours of service received at least one home visit while about half of Family Literacy families received one. The average number of visits per family was almost 4 in Even Start programs and between 2 and 3 in the Family Literacy programs doing home visiting.

### **8. Home visits**

	Number of programs reporting	Number of families receiving home visits		Average number of visits per family	
		Mean	Range	Mean	Range
Even Start	13	32	12-54	3.9	1.5-12.0
Family Literacy	20	11	1-43	2.4	0.5-12.0
Total	33	19	1-54	3.0	0.5-12.0

## *Adult education*

In this section, results are reported for each of the 6 adult education performance indicators. These results indicate the number of participants making expected gains or achievements, and the number of programs meeting the standard set by the performance indicator. Results are reported separately for Even Start and Family Literacy programs.

### **Adult education, performance indicator 1**

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

50-74 hours: 3+ point gain

75+ hours: 5+ point gain

Note that for a program to meet the performance standard, expected gains must be made by 70 percent of adult learners in both reading and math. Figure 9 shows that all 13 Even Start programs reported results for CASAS reading, and 5 of the 13 programs (38%) met the standard. Summing across all the Even Start programs, 153 participants were assessed (i.e., had CASAS pretests and posttests) and 101 (66%) made expected gains.

This is an average of 11.8 participants assessed per program and an average of 7.8 making expected gains per program, although the number assessed and making expected gains varies widely by program as shown in Figure 9.

The number of adult participants assessed on the CASAS in Even Start programs represents only about one-third 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, some diploma or GED adult learners test too high on the CASAS at pretest to be administered a posttest.

Turning to Family Literacy programs, 19 of 33 reported results for CASAS reading. Of the 19, 10 (53%) met the standard. Overall, across these programs, 61 percent of those assessed made expected gains. By individual program, the percentage of those assessed making expected gains ranged from 33 to 100 percent (see Figure 9).

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## 9. Adult education, performance indicator 1: reading

### A. Even Start

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

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	153	101	66%
Average per program	11.8	7.8	
Range	2-29	1-24	27-100%

### B. Family Literacy

- 19 of 33 Family Literacy programs reporting
- 10 of 19 (53%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	233	142	61%
Average per program	12.3	7.5	
Range	2-82	1-39	33-100%

Figure 10 presents results for CASAS math. Note that 8 of the 13 Even Start programs reported results for math, with 2 of the 8 (25%) meeting the standard. Across all Even Start programs reporting, 62 percent of adult participants made expected gains. Again, the number of adult participants assessed per program is quite small (average of 9.1).

Only 6 of the 33 Family Literacy programs reported results for CASAS math, with 5 of the 6 (83%) meeting the standard. Overall, across programs, only a small number of participants (a total of 33) were assessed in math. Of those assessed, most made expected gains.

To meet the first performance standard, programs had to meet the standard in both reading and math. Given this criterion, only 1 of the 13 Even Start programs met the standard. Of the 20 Family Literacy programs reporting results on the CASAS, 3 met the standard.

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## 10. Adult education, performance indicator 1: math

### A. Even Start

- 8 of 13 Even Start programs reporting
- 2 of 8 (25%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	73	45	62%
Average per program	9.1	5.6	
Range	2-26	0-21	0-80%

### B. Family Literacy

- 6 of 33 Family Literacy programs reporting
- 5 of 6 (83%) met the standard

	Number assessed	Number with expected gains	Percentage with expected gains
Total participants	33	30	91%
Average per program	5.5	5.0	
Range	1-15	0-13	0-100%

## Adult education, performance indicator 2

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

Figure 11 indicates that 9 of the 13 Even Start programs reported that they had adult participants with the goal of obtaining a driver’s license. Of the 9, 3 (33%) met the standard. An average of 7.3 participants per program reporting information had the goal of obtaining a driver’s license. Across programs, 18 of 66 participants (27%) met their goal.

Ten Family Literacy programs reported on this performance indicator, with 9 of 10 meeting the standard. However, these programs averaged only about 2 participants (1.8) with the goal of obtaining a driver’s license. Across the 10 programs, 12 of 18 (67%) participants met their goal.

---

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

#### A. Even Start

- 9 of 13 Even Start programs reporting
- 3 of 9 (33%) met the standard

	Number assessed	Number obtaining license	Percentage obtaining license
Total participants	66	18	27%
Average per program	7.3	2.0	
Range	2-17	0-6	0-100%

#### B. Family Literacy

- 10 of 33 Family Literacy programs reporting
- 9 of 10 (90%) met the standard

	Number assessed	Number obtaining license	Percentage obtaining license
Total participants	18	12	67%
Average per program	1.8	1.2	
Range	1-5	1-2	20-100%

### **Adult education, performance indicator 3**

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

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

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

As Figure 12 indicates, 12 of the 13 Even Start programs reported results for performance indicator 3, and 11 of the 12 met the standard. Results are reported separately for ELL and ABE participants. Overall, high percentages of both groups (73% and 97%, respectively) completed 3 or more forms independently, although the percentages for individual programs ranged widely.

Turning to Family Literacy programs, 22 of 33 reported results for this indicator, and 18 of these 22 (82%) met the standard. Overall, across programs, most ELL and ABE participants were able to complete 3 or more forms independently. Again, however, the proportions able to do this in individual programs ranged widely.

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

### A. Even Start

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

		<b>Number assessed</b>	<b>Number completing 3+ forms</b>	<b>Percentage completing 3+ forms</b>
Total participants	ELL <sup>a</sup>	104	76	73%
	ABE <sup>b</sup>	58	56	97%
Average per program	ELL	10.4	7.6	
	ABE	8.3	8.0	
Range	ELL	4-25	0-23	0-100%
	ABE	1-15	1-15	8-100%

<sup>a</sup> 10 programs reporting

<sup>b</sup> 7 programs reporting

### B. Family Literacy

- 22 of 33 Family Literacy programs reporting
- 18 of 22 (82%) met the standard

		<b>Number assessed</b>	<b>Number completing 3+ forms</b>	<b>Percentage completing 3+ forms</b>
Total participants	ELL <sup>a</sup>	211	146	69%
	ABE <sup>b</sup>	61	56	90%
Average per program	ELL	10.6	7.3	
	ABE	6.1	5.5	
Range	ELL	1-60	0-34	0-100%
	ABE	1-18	1-18	38-100%

<sup>a</sup> 20 programs reporting

<sup>b</sup> 10 programs reporting

## Adult education, performance indicator 4

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

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

Note that for this performance indicator, participants could have the goal of making progress toward a high school diploma or GED or completing it. Figure 13 indicates that 11 of 13 Even Start programs reported results, and 8 of the 11 (73%) met the standard. Across programs, 65 percent of all participants with a goal of this type made progress or completed their high school diploma or GED. The proportion of participants meeting their goal varied widely for individual programs.

Nineteen of 33 Family Literacy programs reported results, with 14 of the 19 (74%) meeting the standard. Across the 19 programs, 71 percent of the participants were reported to have met their education goals, although the percentage varied widely by individual program.

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

#### A. Even Start

- 11 of 13 Even Start programs reporting
- 8 of 11 (73%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	138	90	65%
Average per program	12.5	8.2	
Range	2-22	0-20	0-100%

#### B. Family Literacy

- 19 of 33 Family Literacy programs reporting
- 14 of 19 (74%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	164	117	71%
Average per program	8.6	6.2	
Range	1-22	0-21	0-100%

## Adult education, performance indicator 5

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

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

As Figure 14 indicates, 9 of the 13 Even Start programs reported results for this indicator with 5 of the 9 (56%) meeting the standard. The percentage of participants meeting their post-secondary education goal across Even Start programs was quite small – 23 percent. However, the percentage meeting their goal ranged widely for individual programs.

Only 12 of the 33 Family Literacy programs reported results for this performance indicator, with 10 of the 12 (83%) meeting the standard. The number of participants with post-secondary goals tended to be small – only an average of 2.8 per program reporting.

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

#### A. Even Start

- 9 of 13 Even Start programs reporting
- 5 of 9 (56%) met the standard

	Number assessed	Number advancing	Percentage advancing
Total participants	70	16	23%
Average per program	7.8	1.8	
Range	1-20	1-5	5-100%

#### B. Family Literacy

- 12 of 33 Family Literacy programs reporting
- 10 of 12 (83%) met the standard

	Number assessed	Number advancing	Percentage advancing
Total participants	33	19	58%
Average per program	2.8	1.6	
Range	1-5	0-3	0-100%

## Adult education, performance indicator 6

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

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

Employment goals included in this performance indicator were as follows: becoming employed, going off public assistance due to employment, retaining employment, and obtaining a job advancement. As Figure 15 indicates, 12 of the 13 Even Start programs reported results, with 9 of these 12 (75%) meeting the standard. An average of almost 17 participants per program had employment goals. Across programs, 58 percent of the participants met their employment goals.

Twenty-three of the 33 Family Literacy programs reported results, with 21 of the 23 meeting the standard. The average number of participants per program with employment goals was 11.2. Across programs, 70 percent were reported to have met their employment goals.

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

#### A. Even Start

- 12 of 13 Even Start programs reporting
- 9 of 12 (75%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	202	117	58%
Average per program	16.8	9.8	
Range	3-44	3-20	30-100%

#### B. Family Literacy

- 23 of 33 Family Literacy programs reporting
- 21 of 23 (91%) met the standard

	Number assessed	Number meeting goal	Percentage meeting goal
Total participants	257	181	70%
Average per program	11.2	7.9	
Range	1-90	1-44	33-100%

Figure 16 summarizes the results for the 6 adult education performance indicators. We see that most Even Start programs met the performance standard for the indicators regarding completion of forms, high school diploma/GED, and employment goals. Less than half of the 13 programs met the standard for the indicators regarding CASAS reading and math, driver's license, and post-secondary education.

For 5 of the 6 performance indicators, most Family Literacy programs that reported results met the standard. The exception was CASAS reading and math. However, many Family Literacy programs did not report results for many of the indicators.

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## 16. Adult education summary

### A. Even Start

Performance indicator	Number of programs reporting	Number meeting standard	Percentage meeting standard
CASAS reading and math	13	1	8%
Driver's license	9	3	33%
Completion of forms	12	11	92%
High school diploma/ GED	11	8	73%
Advance to post-secondary	9	5	56%
Employment goals	12	9	75%

### B. Family Literacy

Performance indicator	Number of programs reporting	Number meeting standard	Percentage meeting standard
CASAS reading and math	20	3	15%
Driver's license	10	9	90%
Completion of forms	22	18	82%
High school diploma/ GED	19	14	74%
Advance to post-secondary	12	10	83%
Employment goals	23	21	91%

## ***Early childhood education***

This section reports results for the 4 early childhood education performance indicators. Again, results are presented separately for Even Start and Family Literacy programs.

### **Early childhood education, performance indicator 1**

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

Personal and social development

Language and literacy

Mathematical thinking

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

Twelve of the 13 Even Start programs reported results with 8 of the 12 (67%) meeting the standard. Figure 17 reports Work Sampling checklist results in 3 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 standard, the percentage meeting the standard, and the average number of children assessed per program. For Even Start programs, an average of 10 children were assessed per program and almost all of these children met the standard in each of the 3 areas of assessment.

Only 9 of the 33 Family Literacy programs reported results, with 7 of the 9 (78%) meeting the standard for this indicator. The two programs that did not meet the standard did not assess the area of mathematical thinking. All children assessed were reported to have made expected gains.

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

**A. Even Start**

- 12 of 13 Even Start programs reporting
- 8 of 12 (67%) met the standard

	<b>Number assessed</b>	<b>Number meeting standard</b>	<b>Percentage meeting standard</b>	<b>Average number assessed per program</b>
Personal and social development	120	115	96%	10.0
Language and literacy	120	112	93%	10.0
Mathematical thinking	119	113	95%	9.9

**B. Family Literacy**

- 9 of 33 Family Literacy programs reporting in two or three areas
- 7 of 9 (78%) met the standard

	<b>Number assessed</b>	<b>Number meeting standard</b>	<b>Percentage meeting standard</b>	<b>Average number assessed per program</b>
Personal and social development	144	144	100%	16.0
Language and literacy	144	144	100%	16.0
Mathematical thinking*	139	139	100%	19.9

\* Seven programs reporting.

## Early childhood education, performance indicator 2

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

Figure 18 indicates that 7 of 13 Even Start programs and 8 of 33 Family Literacy programs reported information on this indicator. Part of the reason for the low number of programs reporting is probably due to difficulty in obtaining information on reading level from the school districts. Across the 7 Even Start programs, 51 percent of the children in grades 1 to 3 were reading at grade level or above. However, only 1 of the 7 programs met the standard of 50 percent. This is because 1 program reported 100 percent of the children reading at grade level while most of the other programs reported 33-44 percent reading at grade level.

Data were reported on only 18 children by the 8 Family Literacy programs, or just over 2 children per program. Most of these children were reported to be reading at grade level.

---

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

#### A. Even Start

- 7 of 13 Even Start programs reporting
- 1 of 7 (14%) met the standard

	Number assessed	Number reading at grade level	Percentage reading at grade level
Total participants	47	24	51%
Average per program	6.7	3.4	
Range	3-11	1-20	25-100%

#### B. Family Literacy

- 8 of 33 Family Literacy programs reporting
- 8 of 8 (100%) met the standard

	Number assessed	Number reading at grade level	Percentage reading at grade level
Total participants	18	16	89%
Average per program	2.3	2.0	
Range	1-4	1-3	50-100%

### Early childhood education, performance indicator 3

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

Figure 19 indicates that 9 of the Even Start programs and 15 of the Family Literacy programs reported information on this indicator. Slightly over half of the programs reporting information met the standard. The number of children for whom information was reported tended to be small – a per program average of 4.2 children for Even Start programs and 2.5 for Family Literacy programs.

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

##### A. Even Start

- 9 of 13 Even Start programs reporting
- 5 of 9 (53%) met the standard

	Number assessed	Number meeting attendance standard	Percentage meeting attendance standard
Total participants	38	34	89%
Average per program	4.2	3.8	
Range	1-9	1-9	50-100%

##### B. Family Literacy

- 15 of 33 Family Literacy programs reporting
- 8 of 15 (53%) met the standard

	Number assessed	Number meeting attendance standard	Percentage meeting attendance standard
Total participants	38	24	63%
Average per program	2.5	1.6	
Range	1-5	0-5	0-100%

## Early childhood education, performance indicator 4

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

Figure 20 indicates that 8 Even Start and 17 Family Literacy programs reported information on kindergarten and first graders promotion to the next grade level. All the Even Start programs reporting information met the standard and 16 of the 17 Family Literacy programs reporting information did so. The average number of children reported on per program was similar to that for the previous indicator on attendance – 4.3 children for Even Start programs and 2.6 for Family Literacy programs.

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

#### A. Even Start

- 8 of 13 Even Start programs reporting
- 8 of 8 (100%) met the standard

	Number assessed	Number promoted	Percentage promoted
Total participants	34	34	100%
Average per program	4.3	4.3	
Range	1-9	1-9	

#### B. Family Literacy

- 17 of 33 family literacy programs reporting
- 16 of 17 (94%) met the standard

	Number assessed	Number promoted	Percentage promoted
Total participants	44	42	95%
Average per program	2.6	2.5	
Range	1-5	0-5	0-100%

Figure 21 summarizes the results for the 4 early childhood education performance indicators. Over half of the Even Start programs reporting information met the standard for the child development (Work Sampling), attendance, and promotion to next grade performance indicators. Only 1 Even Start program met the standard for reading at grade level for children in grades 1-3.

The number of Family Literacy programs reporting results for the early childhood performance indicators ranged from 8 to 17 out of 33. The majority of programs reporting information for each indicator met the standard, the percentage being highest for reading at grade level (100%) and lowest for attendance (53%).

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## 21. Early childhood education summary

### A. Even Start

<b>Performance indicator</b>	<b>Number of programs reporting</b>	<b>Number meeting standard</b>	<b>Percentage meeting standard</b>
Child development (Work Sampling)	12	8	67%
Reading level (grades 1-3)	7	1	14%
Attendance (grades K-1)	9	5	56%
Promotion to next grade (grades K-1)	8	8	100%

### B. Family Literacy

<b>Performance indicator</b>	<b>Number of programs reporting</b>	<b>Number meeting standard</b>	<b>Percentage meeting standard</b>
Child development (Work Sampling)	9	7	78%
Reading level (grades 1-3)	8	8	100%
Attendance (grades K-1)	15	8	53%
Promotion to next grade (grades K-1)	17	16	94%

## *Parent education*

This section reports results for the 3 parent education performance indicators.

### **Parent education, performance indicator 1**

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

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

Results for this indicator are based on pretest and posttest assessments by staff using Glen Palm's Adult Growth and Development through Family Literacy Checklist, Parenting Skills section. All 13 Even Start programs reported results for this indicator with an average of about 18 parents being assessed per program (see Figure 22). Most Even Start programs didn't meet the standard of 80 percent of parents showing improvement on 6 of the 8 items in the instrument. Across all programs, about half of the participants (49%) showed such improvement, although the percentage for individual programs ranged widely (0-100%).

Only 3 of the 33 Family Literacy programs reported results for this indicator, and 1 of the 3 met the standard. Across the 3 programs, 69 percent of the participants were reported to meet expectations for improvement.

---

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

**A. Even Start**

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

	<b>Number assessed</b>	<b>Number meeting standard</b>	<b>Percentage meeting standard</b>
Total participants	233	115	49%
Average per program	17.9	8.8	
Range	7-43	0-32	0-100%

**B. Family Literacy**

- 3 of 33 Family Literacy programs reporting
- 1 of 3 (33%) met the standard

	<b>Number assessed</b>	<b>Number meeting standard</b>	<b>Percentage meeting standard</b>
Total participants	35	24	69%
Average per program	11.7	8.0	
Range	7-20	2-17	25-85%

## 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 Even Start and most Family Literacy programs (30 of 33) reported results for this performance indicator. Approximately four-fifths of the programs reporting information, for both groups of programs, met the standard (see Figure 23). Across programs, the percentage of parents who were up-to-date on their children's immunizations was well over 90 percent. The number of parents reported upon per program was an average of about 23 for Even Start programs and 15 for Family Literacy programs.

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

#### A. Even Start

- 13 of 13 Even Start programs reporting
- 10 of 13 (77%) met the standard

	Number assessed	Number meeting standard	Percentage meeting standard
Total participants	300	294	98%
Average per program	23.1	22.6	
Range	8-58	8-58	87-100%

#### B. Family Literacy

- 30 of 33 Family Literacy programs reporting
- 25 of 30 (83%) met the standard

	Number assessed	Number meeting standard	Percentage meeting standard
Total participants	457	441	96%
Average per program	15.2	14.7	
Range	5-80	5-76	63-100%

### Parent education, performance indicator 3

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

Figure 24 reports results for this performance indicator regarding early childhood screening. Because of a “glitch” in the evaluation form it wasn’t possible to report whether many of the programs met the standard, especially the Family Literacy programs. The problem was that although programs reported the number of children screened, they weren’t asked to report how many children were eligible to be screened, which is necessary to determine whether the standard has been met. Despite this problem, useable data were available for 9 Even Start programs with 7 of the 9 meeting the standard. Across the 9 Even Start programs, 88 percent of the 3 to 5 year olds eligible to be screened were screened.

#### 24. Adult education, performance indicator 3: early childhood screening

##### A. Even Start

- 9 of 13 Even Start programs reporting
- 7 of 9 (78%) met the standard

	Number reported eligible	Number screened	Percentage screened
Total participants	105	92	88%
Average per program	11.7	10.2	
Range	3-37	1-26	33-100%

##### B. Family Literacy

- 30 of 33 Family Literacy programs reporting
- Number meeting the standard is unknown

	Number reported eligible	Number screened	Percentage screened
Total participants	Unknown	183	Unknown
Average per program	Unknown	6.1	
Range	Unknown	1-33	

Figure 25 summarizes results for the 3 parent education performance indicators. Very few programs met the standard for the parent-child interaction performance indicator, and very few Family Literacy programs reported results for this indicator. Most Even Start and Family Literacy programs met the standard for the being “up-to-date on child immunizations” performance indicator. As mentioned, the third indicator regarding early childhood screening was difficult to assess due to problems in the way the data were collected.

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## 25. Parent education summary

### A. Even Start

Performance indicator	Number of programs reporting	Number meeting standard	Percentage meeting standard
Parent-child interaction	13	2	15%
Child immunizations	13	10	77%
Early childhood screening	9	7	78%

### B. Family Literacy

Performance indicator	Number of programs reporting	Number meeting standard	Percentage meeting standard
Parent-child interaction	3	1	33%
Child immunizations	30	25	83%
Early childhood screening	30	Unknown	-

## *All performance indicators*

Figure 26 provides an overall summary of how programs did on the performance indicators, presenting results separately for Even Start and Family Literacy programs. Summing across all programs, it shows the total number of indicators measured (i.e., for which data were reported), and the number and percentage met, as well as the per program average and the range across programs for these items. Overall, summing across the 13 Even Start programs, results were reported on performance indicators in 137 cases out of a possible 169. That is, Even Start programs reported on an average of 10.5 indicators of the 13. This seems to be a quite high rate of reporting taking into consideration the fact that not all of the performance indicators would necessarily apply to the families served by some programs (e.g., high school diploma/GED performance

indicator, reading level for children in grades 1-3 performance indicator). Note that the average number of performance indicators measured by Family Literacy programs was much lower than for Even Start programs – 5.7 and 10.5, respectively. Across all the Even Start programs, 57 percent of the performance indicators measured were met. For Family Literacy programs, it was 74 percent. For individual programs, the percentage of performance indicators met (of those measured) ranged from slightly over 30 percent to 100 percent.

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## 26. Summary of results for all performance indicators

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

	Number measured	Number met	Percentage met
Total indicators	137*	78	57%
Average per program	10.5	6.0	
Range	7-13	4-12	38-92%

\* The maximum possible is 169.

### B. Family Literacy (13 performance indicators, 33 programs reporting)

	Number measured	Number met	Percentage met
Total indicators	188*	139	74%
Average per program	5.7	4.2	
Range	1-12	1-9	33-100%

\* The maximum possible is 429.

## *Referrals*

Programs were asked to indicate the number of referrals that they had made to the following places during the past year: Birth to Three programs, county health nurse, Early Childhood Family Education (ECFE), Head Start, School Readiness, and other agencies. Figure 27 indicates the mean number of referrals made per program and the total number of referrals (in categories) made to each of these places for each program. For example, the first row of the figure indicates that the average number of referrals, per Even Start program, made to Birth to Three programs was 3.2, with 9 programs making no referrals, 2 making 1-5 referrals, and 2 making 11-20. The per program average for Family Literacy programs was 1.3, with 18 programs making no referrals to Birth to Three programs, 11 making 1-5 referrals, and 3 making 6-10.

Of the places listed, Even Start programs tended to make the most referrals to Head Start, a per program average of over 7 referrals. Even Start programs also made referrals to a variety of other agencies beyond those listed. The types of agencies or services to which these referrals were made are indicated in the Appendix.

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**27. Referrals<sup>a</sup>**

Referral type	Mean number of referrals per program	Total number of referrals made by the program				
		0	1-5	6-10	11-20	21+
<b>Birth to Three Program</b>						
Even Start	3.2	9	2	-	2	-
Family Literacy	1.3	18	11	3	-	-
<b>County Health Nurse</b>						
Even Start	4.3	7	4	1	-	1
Family Literacy	2.2	17	11	1	3	-
<b>Early Childhood Family Education</b>						
Even Start	3.2	7	2	3	1	-
Family Literacy	3.2	13	15	1	2	1
<b>Head Start</b>						
Even Start	7.3	1	7	2	2	1
Family Literacy	2.0	11	19	2	-	-
<b>School Readiness</b>						
Even Start	1.7	7	4	2	-	-
Family Literacy	1.6	14	16	2	-	-
<b>Other agencies</b>						
Even Start	13.2	1	6	2	-	4
Family Literacy	3.2	11	17	2	1	1

<sup>a</sup> Thirteen Even Start and 32 Family Literacy programs reported information on referrals.

## *Staffing*

Programs were asked to delineate how they were staffed. This included administrative or managerial staff, and licensed and non-licensed staff working in the adult education, early childhood education and parent education components. In each of these areas, programs were to indicate the number of staff who were full-time and part-time, and the number of unpaid volunteer staff. Figures 28 and 29 present this information for Even Start and Family Literacy programs, respectively. For each type of position, these figures indicate the number of programs that report having full-time staff, part-time staff and unpaid volunteer staff, and the range in number of staff programs report having for each of these categories. For example, the first row of Figure 28 shows that no Even Start programs had a full-time manager or administrator and all 13 had part-time managers or administrators, with the number of part-time managers/administrators each program had ranging from 1 to 3. There were no Even Start programs with volunteer managers or administrators. Similarly, the first row of Figure 29 indicates that one Family Literacy program had full-time managers/administrators (this program reported having 2), 24 had part-time managers/administrators (ranging from 1-3 per program), and none had volunteer managers/administrators.

## 28. Even Start staff information (N=13)

Unduplicated count of all 2001-02 Even Start staff by function and job status

<b>Staff function</b>		<b>Full time</b>	<b>Part time</b>	<b>Unpaid volunteer staff</b>
Manager or Administrator	Number of programs with position	0	13	0
	Range in number of staff	-	1-3	-
Licensed instructional staff working with adults	Number of programs with position	0	13	2
	Range in number of staff	-	1-6	1-2
Non-licensed instructional staff working with adults	Number of programs with position	0	3	6
	Range in number of staff	-	1	3-10
Preschool teaching staff	Number of programs with position	0	13	0
	Range in number of staff	-	1-3	-
Infant/toddler teaching staff	Number of programs with position	0	8	0
	Range in number of staff	-	1-3	-
Paraprofessional preschool staff	Number of programs with position	0	13	4
	Range in number of staff	-	1-5	1-12
Paraprofessional infant/toddler staff	Number of programs with position	0	12	3
	Range in number of staff	-	1-7	1-14
Licensed parent educator working in parent education	Number of programs with position	0	12	0
	Range in number of staff	1	1-3	-
Non-licensed staff working in parent education	Number of programs with position	0	2	2
	Range in number of staff	-	1	2-15
Other staff	Number of programs with position	1	5	2
	Range in number of staff	1	1-2	2-6

## 29. Family Literacy staff information (N=33)

Unduplicated count of all 2001-02 Family Literacy staff by function and job status

<b>Staff function</b>		<b>Full time</b>	<b>Part time</b>	<b>Unpaid volunteer staff</b>
Manager or Administrator	Number of programs with position	1	24	0
	Range in number of staff	2	1-3	-
Licensed instructional staff working with adults	Number of programs with position	2	29	3
	Range in number of staff	1	1-17	1-5
Non-licensed instructional staff working with adults	Number of programs with position	0	13	10
	Range in number of staff	-	1-4	1-8
Preschool teaching staff	Number of programs with position	2	24	2
	Range in number of staff	1	1-3	1-2
Infant/toddler teaching staff	Number of programs with position	2	7	1
	Range in number of staff	1	1-2	2
Paraprofessional preschool staff	Number of programs with position	1	26	2
	Range in number of staff	2	1-9	1-8
Paraprofessional infant/toddler staff	Number of programs with position	1	21	4
	Range in number of staff	2	1-6	1-8
Licensed parent educator working in parent education	Number of programs with position	2	27	0
	Range in number of staff	1	1-2	-
Non-licensed staff working in parent education	Number of programs with position	0	5	0
	Range in number of staff	-	1	-
Other staff	Number of programs with position	0	10	1
	Range in number of staff	-	1-15	1

Figure 30 provides a summary of the total number of staff programs had in full-time, part-time and volunteer positions. This figure reports the mean and range for each of these three categories for Even Start and Family Literacy positions. For example, the middle rows of Figure 30 indicate that Even Start programs had a mean of 12.1 part-time staff while Family Literacy programs had a mean of 9.7 part-time staff. The range in number of part-time staff was 7-23 for Even Start programs and 0-35 for Family Literacy programs, indicating large differences in the number of part-time staff across individual programs. Even Start programs had virtually no full-time staff, a decrease from the previous year when these programs averaged slightly over one full-time staff, and Family Literacy programs had very few full-time staff. Even Start programs averaged just under 8 volunteers per program while Family Literacy programs averaged 2.

---

**30. Total number of staff**

Staff		Even Start (N=13)	Family Literacy (N=33)	Total (N=46)
Full-Time	Mean	0.0	0.4	0.3
	Range	0-1	0-6	0-6
Part-Time	Mean	12.1	9.7	10.4
	Range	7-23	0-35	0-35
Volunteer	Mean	7.8	2.0	3.7
	Range	0-40	0-24	0-40

Results from Figures 28 through 30 indicate that both Even Start and Family Literacy programs tended to have mostly part-time staff, with Even Start programs tending to have higher numbers of staff. Almost all Even Start and Family Literacy programs had part-time managers or administrators. Nearly all Even Start programs and most Family Literacy programs had licensed staff working in adult education, early childhood education, and parent education. Non-licensed staff were most likely to be working in the early childhood education component. Some programs had other types of staff beyond those specified in Figures 28 and 29 (see the last row of these figures). The types of positions included under “other staff” were: secretary/clerk/administrative assistant, interpreter, community liaison, public health nurse, elementary school teacher, driver, cook, family support worker, service learning staff, and AmeriCorps worker.

## *Staff training and development*

Programs were given a list of 21 types of training events and conferences and asked to indicate which ones their staff had attended during 2001-02. Figure 31 shows the number of Even Start and Family Literacy programs that had staff attending each of the 21 types of events.

Events or conferences attended most frequently by Even Start and Family Literacy program staff were as follows: Minnesota Family Literacy Conference/Preconference, Family Literacy Fall Institute, ESL/Family Literacy Conference, cultural diversity training, and assessment training. Eight of the 13 Even Start programs also had staff attending the Family Literacy Quality Indicators training. On average, Even Start staff from each program attended 13.5 of the types of events listed in Figure 31 during 2001-02 while Family Literacy staff attended 9.7. However, the number of such events staff from each individual program attended varied widely, from 0 to 69 events.

---

### **31. Participation in staff development events in 2001-02**

<b>Topic</b>	<b>Number of programs with staff participating in the following trainings or conferences</b>		
	<b>Even Start (N=13)</b>	<b>Family Literacy (N=33)</b>	<b>Total (N=46)</b>
MN Family Literacy Conference/Preconference	13	24	37
Family Literacy Fall Institute	11	16	27
ESL/Family Literacy Conference	8	17	25
Cultural Diversity Training	5	20	25
Assessment	11	13	24
Developmentally Appropriate Practices	5	14	19
Family Violence Prevention	3	15	18
Behavior Management	6	10	16
Child Abuse and Neglect	3	12	15
Work with Disabilities Training	5	10	15
Family Literacy Quality Indicators Training	8	3	11
Life Skills	1	10	11
Principles in Teaching	2	8	10
Whole Language	3	7	10
National Family Literacy Conference/Preconference	7	2	9

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### 31. Participation in staff development events in 2001-02 (continued)

Topic	Number of programs with staff participating in the following trainings or conferences		
	Even Start (N=13)	Family Literacy (N=33)	Total (N=46)
Drugs and Alcohol Use Prevention	2	7	9
Work Readiness Training	1	8	9
Anecdotal Records	4	4	8
Screening	2	5	7
Time Management	1	4	5
National Even Start Association Conference	1	0	1
Average number of events attended	13.5	9.7	10.8
Range	4-69	0-58	0-69

Figure 32 shows the percentage of professional and paraprofessional staff from each program who attended training events during 2001-02. All professional staff (100%) from Even Start programs, and three-quarters from the Family Literacy programs providing information, attended training events in 2001-02. With regard to paraprofessional staff, in 8 of 13 (62%) Even Start and 21 of 31 (68%) Family Literacy programs 100 percent attended training events. In the other programs, the percentage of paraprofessional staff participating in training events ranged widely from 0 to 75 percent.

### 32. Professional and paraprofessional staff participation in training or conference events in 2001-02

	Percentage of staff participating by program					
	Even Start		Family Literacy		Total	
	Professional staff	Para-professional staff	Professional staff	Para-professional staff	Professional staff	Para-professional staff
0%	-	2	-	6	-	8
1-19%	-	-	-	-	-	-
20-39%	-	1	-	1	-	2
40-59%	-	2	2	1	2	3
60-79%	-	-	3	2	3	2
80-99%	-	-	3	-	3	-
100%	13	8	23	21	36	29
Total	13	13	31	31	44	44

The percentage of staff from each program who participated in at least eight hours of cross-training in 2001-02 is indicated in Figure 33. All Even Start programs had staff who participated in such cross-training, including 7 programs with 40 percent or more of their staff participating. Participation in cross-training varied for Family Literacy programs – 14 programs reported that none of their staff had participated in such training while 6 programs reported that all of their staff had done so.

---

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

	Even Start	Family Literacy	Total
0%	-	14	14
1-19%	4	1	5
20-39%	2	6	8
40-59%	4	-	4
60-79%	2	1	3
80-99%	1	3	4
100%	-	6	6
Total	13	31	44

### ***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 Education; Head Start; Title I, II, or III; special education; public health; or institutions of higher education. Figures 34 and 35 indicate the number of Even Start and Family Literacy programs, respectively, that reported receiving these things from each program or agency. Results show that most Even Start and Family Literacy programs received funding and regular services from Adult Basic Education and Early Childhood Education. For example, in Figure 34, we see that 12 Even Start programs received funding and 10 received regular services from Adult Basic Education. Fewer programs received funding or services from Head Start or Title I, II, or III. Most Even Start programs (10 of 13) reported receiving regular services from special education. From Figure 35 we see that a lower proportion of Family Literacy programs reported receiving regular services from special education (9 of 33). The majority of both Even Start and Family Literacy programs reported receiving supplemental services

from public health. Some Even Start and Family Literacy programs received regular or supplemental services from institutions of higher education.

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

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#### 34. Even Start collaboration

Program/agency	Number of the 13 Even Start programs receiving funds/services from program or agency		
	Funds	Regular services	Supplemental services (e.g., speakers)
Adult Basic Education	12	10	3
Early Childhood Education	11	9	8
Head Start	3	7	4
Title I, II, or III	7	5	5
Special Education	0	10	1
Public Health	2	6	10
Institution of Higher Education	0	3	7

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#### 35. Family Literacy collaboration

Program/agency	Number of the 33 Family Literacy programs receiving funds/services from program or agency		
	Funds	Regular services	Supplemental services (e.g., speakers)
Adult Basic Education	32	26	13
Early Childhood Education	30	25	12
Head Start	5	7	7
Title I, II, or III	2	3	1
Special Education	1	9	4
Public Health	3	6	20
Institution of Higher Education	0	3	11

Even Start and other Family Literacy programs have a variety of collaborative relationships with organizations. These relationships often result in resources and support for their programming efforts. Each Even Start program has a more formal relationship with one organization, called their “collaborating partner.” Figure 36 indicates the types of services provided by these collaborating partners. For example, the collaborating partner of 4 Even Start programs provided facilities, and the collaborating partner of 5 programs provided testing.

Finally, Figure 37 indicates the types of services and support that other collaborating organizations provided to Even Start and Family Literacy programs. Note, for example that collaborating agencies provided speakers for 10 Even Start programs and for 27 Family Literacy programs.

---

### **36. 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.

<b>Services or support</b>	<b>Number of the 13 Even Start programs receiving the service/support</b>
Facilities	4
Testing	5
Speakers	7
Transportation	3
Meals	1
Sibling Care	2
Other <sup>a</sup>	11

<sup>a</sup> Other services or supports included the following: ABE staff, work preparation program, bilingual program registrar, preschool classroom staff, on-site nurses, social work, grant-writing assistance, community services to students, support services, training for staff, and funding.

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**37. Services or support provided by other collaborating agencies**

<b>Services or support provided by collaborating agencies</b>	<b>Even Start (N=13)</b>	<b>Family Literacy (N=33)</b>
Facilities	7	22
Testing	6	19
Speakers	10	27
Transportation	3	25
Meals	6	20
Sibling Care	4	9
Other <sup>a</sup>	7	12

<sup>a</sup> Other services and supports included the following: family services and supports, mental health services, chemical health services, special education services, parenting program, work readiness program, job/career counseling, library/mobile library, life skills training, health education, nutrition education, well-baby checks, Head Start, food shelf, support staff, and volunteers.

## **Appendices**

- A. Minnesota Even Start and Family Literacy Programs evaluation reporting form (2001-02)*
- B. Referrals to other agencies (2001-02)*
- C. Other programs or agencies providing funding or services (2001-02)*



*A. Minnesota Even Start and Family Literacy Programs  
evaluation reporting form (2001-02)*

**Minnesota  
Even Start And  
Family Literacy  
Programs Evaluation  
Reporting Form  
2001-2002**





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## ***MINNESOTA***

### ***EVEN START AND***

### ***FAMILY LITERACY PROGRAMS***

## ***EVALUATION REPORTING FORM***

## **AN INTRODUCTION TO THE MINNESOTA FAMILY LITERACY EVALUATION REPORT FORM 2001-02**

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

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

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

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

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

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

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

**Program Identification**

Name of Program: \_\_\_\_\_

School District: \_\_\_\_\_

Program Director/Contact: \_\_\_\_\_

Program Address: \_\_\_\_\_

Program Phone: \_\_\_\_\_ Program FAX #: \_\_\_\_\_

E-mail address: \_\_\_\_\_

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

\_\_\_\_\_  
Signature of Program Coordinator

**Demographics**

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

**CHILDREN**

Infant & toddler (ages 0-35 months) \_\_\_\_\_

Preschool (ages 36 months-5 years) \_\_\_\_\_

K-12      Ages 5-7      \_\_\_\_\_

            8+      \_\_\_\_\_

**ADULTS**

Ages 16-18 \_\_\_\_\_

19-24 \_\_\_\_\_

25-44 \_\_\_\_\_

45-49 \_\_\_\_\_

60+ \_\_\_\_\_

Total number of families served \_\_\_\_\_

Number qualifying for free or reduced price lunch – Adults \_\_\_\_\_ Children \_\_\_\_\_

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

\_\_\_\_\_

**Program Design**

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

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

Summer program is offered for \_\_\_\_\_ weeks \_\_\_\_\_ hours per week

Number of families receiving home visits \_\_\_\_\_

Average number of home visits per family per year \_\_\_\_\_

<b>Adult Education Performance Report</b>
---

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

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

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

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

- Library card applications
- Public assistance forms
- School-related forms
- Emergency health card

- Voter registration form
- Application for free or reduced price lunch
- Various immigration forms

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

\* Advancement is defined as obtaining a job that has increased pay, benefits, higher levels of responsibility, or that requires a higher level of skills, compared to current or most recent job.

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

**Adult Education**

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

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

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

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

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

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

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**Parent Education**

Indicate the total number of parents participating in parent education \_\_\_\_\_.

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

\* For Glen Palm Adult Growth and Development.

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

**Parenting Practices**

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

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

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

**Early Childhood Education**

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

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

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

**School-Age Children**

1. Indicate the number of school-age children (grades K-1) in families enrolled who have been continuously enrolled in school from November 1<sup>st</sup> until June 1<sup>st</sup> \_\_\_\_\_.
2. Indicate the number of children counted in #1 who had ten or less unexcused absences during the school year \_\_\_\_\_.
3. Of the children counted in #1, indicate the number retained in grade \_\_\_\_\_.
4. Of the children counted in #1, indicate the number promoted to the next grade \_\_\_\_\_.
5. Indicate the number of children in grades 1-3 in families enrolled continuously from Nov. 1 – June 1 \_\_\_\_\_.
6. Of those children counted in #5, indicate the number able to read as grade level by June 1<sup>st</sup> \_\_\_\_\_.

**Referrals by Family Literacy Staff or Elementary School**

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

Add additional pages if necessary

**Staff Information**

Enter an unduplicated count of all Even Start/Family Literacy staff by function and job status

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

**Staff Development**

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

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

**Please provide the number or percentage requested below.**

\_\_\_\_\_ Percentage of professional staff who participated in some of the above training

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

\_\_\_\_\_ Percentage of paraprofessional staff who participated in some of the above trainings

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

**Collaboration**

Indicate the program or agencies below that provide funding or services to the Family Literacy program.

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

**Even Start funded programs should complete both A and B. Other Family Literacy programs should complete B only.**

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

\_\_\_\_\_

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

\_\_\_\_\_ Facilities

\_\_\_\_\_ Meals

\_\_\_\_\_ Testing

\_\_\_\_\_ Sibling Care

\_\_\_\_\_ Speakers

\_\_\_\_\_ Other (describe)

\_\_\_\_\_ Transportation

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_ Facilities

\_\_\_\_\_ Meals

\_\_\_\_\_ Testing

\_\_\_\_\_ Sibling Care

\_\_\_\_\_ Speakers

\_\_\_\_\_ Other (describe)

\_\_\_\_\_ Transportation

\_\_\_\_\_

\_\_\_\_\_

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

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

## ***B. Referrals to other agencies (2001-02)***

### **Even Start programs (N=13)**

<b>Type of agency</b>	<b>Number of referrals</b>
Employment	78
Domestic abuse; child protection	18
Early childhood education and intervention	18
Health and nutrition	16
Mental health and counseling	14
Crisis nursery; childcare	12
Adult education	25
Legal services	10
Food shelf	2
Housing	2
Others (referrals to multiple agencies, referrals for general needs, unspecified)	119

### **Family Literacy programs (N=19)**

<b>Type of agency</b>	<b>Number of referrals</b>
Employment	4
Domestic abuse; child protection	9
Early childhood education and intervention	27
Health and nutrition	46
Mental health and counseling	15
Crisis nursery; childcare	14
Adult education	20
Legal services	3
Food shelf	4
Housing	22
Others (referrals to multiple agencies, referrals for general needs, unspecified)	79

***C. Other programs or agencies providing funding or services (2001-02)***

**Other programs or agencies that provide funding or services to the Even Start programs (N=11)**

<b>Collaborating program/agency</b>	<b>Program/agency provides funds</b>	<b>Program/agency provides regular services</b>	<b>Program/agency provides supplemental services, e.g., speakers</b>
<b>List all others that apply.</b>			
Employment agency		2	4
Housing agency		1	
Public library		2	3
Health agency, hospital, clinic			4
Extension Services (university, county)		2	4
Collaboration, community action agency	4	3	6
Church or religious organization	1		1
Educational institution or organization		3	3
Police department/ law enforcement		1	1
Private social service agency, foundation	1	5	11
For profit organization			1
Others, unspecified			2

**Other programs or agencies that provide funding or services to the Family Literacy programs (N=26)**

<b>Collaborating program/agency</b>	<b>Program/agency provides funds</b>	<b>Program/agency provides regular services</b>	<b>Program/agency provides supplemental services, e.g., speakers</b>
<b>List all others that apply.</b>			
Employment agency	2	2	3
Housing agency		1	1
Public library		8	5
Health agency, hospital, clinic		3	7
Extension Services (university, county)	1	3	7
Collaboration, community action agency	1	4	4
Educational institution or organization	4	8	8
Police department/ law enforcement			3
Private social service agency, foundation	3	1	1
For profit organization		3	1
Food shelf or service		1	
Legal aid		1	1
Domestic abuse shelter		2	3
City, County (unspecified)			3
Others, unspecified	2	2	3