

Missouri Even Start Family Literacy Programs

2006-2007 Local Program Evaluation Template



Note: Please revise this cover page for the local program evaluation. Include the program name and address, contact information for the coordinator and evaluator, program funding year (2006 – 2007) and the date of the evaluation. DUE: July 31, 2007 to Kim Oligslaeger at DESE, two paper copies. Send an electronic copy to JALsails@aol.com.

LIFT

www.lift-missouri.org

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401-783-7726 (June – August)

July 31, 2007

<Name Here> Even Start Family Literacy Program Independent Local Evaluation 2006 - 2007

Family Literacy Indicators of Program Quality (FLIPQs)

The 2006-2007 local evaluation analyzes program quality with the criteria set forth in the Family Literacy Indicators of Program Quality (FLIPQs) in compliance with policy set forth by the Missouri Department of Elementary and Secondary Education Even Start Program. The data collected and reported in this report are drawn from adults' and children's records kept on file at the local program. Confidentiality is ensured as only local identification codes are reported. Program quality is determined by adult and children's performance outcomes as well as the program's operational schedule, daily attendance records, interviews with staff and families, and observations by the evaluator.

For any area rated "Technical Assistance Required," an action plan should be developed and sent to the Even Start State Coordinator within 30 days following submission of the report to DESE. Contact LIFT-MO staff for technical assistance when completing the action plan.

Program Overview

History of the Family Literacy Program and Demographics of the School District

The **NAME** Even Start Program was established in **DATE** with funding from the Missouri Department of Elementary and Secondary Education (DESE) Even Start program. The program is in the **X** year of its **first/second** funding cycle (year **X** of continuous program operation). *Indicate whether the program was funded for the 2007-2008 program year.*

Program Services and Collaborations

Evaluation Questions:

How do you determine families most in need within your service area?

What makes your program special and unique to the community?

Who are your partners for each of the four components. What do they do on an ongoing basis to contribute to participants' success?

What is your schedule for services? School year? Summer?

What do families expect to gain by enrolling in your program? How long do they expect to participate, and what sort of weekly commitment must parents make in order to achieve these gains?

Grant Award Information

- a. Size of federal share. \$ _____
- b. Size of local match funding. \$ _____
- c. 2005 – 2006 Cost Per Family \$ _____
**Divide total budget by number of families served*
- d. Program year in funding cycle. _____
- e. Program located in an empowerment zone? _____ Yes _____ No
- f. Percent of students in LEA on free/reduced lunch _____

Enrollment

Evaluation Question: What are enrollment patterns and do they indicate programs are reaching families most in need as defined by low levels of literacy, poverty and other need related factors?

Even Start Families Participating During the Year

(“Participating” means participating in all four program components after formal enrollment.)

- a. Total number of families served. _____
- b. Total number of adults participating. _____
**Includes teen parents*
- c. Total number of teen parents _____
- d. Total number of adults participating who are limited English proficient _____
- e. Total number of children participating. _____
 - Subtotal infants and toddlers (0 – 2 yrs. 11 mo) _____
 - Subtotal age 3 to 5 (preschool) _____
 - Subtotal school age (Kindergarten to age 8) _____

*Teen parents are defined as those participants who were seventeen years old or younger on July 1, 2006 or at the time of enrollment, whichever is later.

Characteristics of newly enrolled families at the time of enrollment

(A newly enrolled family is one that enrolled for the first time in Even Start between July 1, 2006 and June 30, 2007.)

- a. Number of newly enrolled families (NEF). _____
- b. Number of newly enrolled adult participants. _____

- c. Number of NEF at or below the Federal Poverty Level. _____
- d. Number of newly enrolled adult participants without a High School diploma or GED. _____
- e. Number of newly enrolled adult participants who have **not** gone beyond 9th grade. _____

Number of families that have remained in the program
(Include newly enrolled and continuing families.)

	Number	Percent of Total
a. Less than four months.	_____	_____
b. From 4 to 6 months.	_____	_____
c. From 7 to 12 months.	_____	_____
d. More than 12 months.	_____	_____
Total	_____	<i>must equal 100%</i> _____

Discussion

What patterns emerge in programs with parents who participate enough to make gains leading to self-sufficiency? Conversely, what patterns emerge when parents do not participate sufficiently?

How does this year’s enrollment compare with past performance? (i.e., different circumstances, ethnic backgrounds)

Does the staff have any concerns and successes regarding recruitment of families?

What are your most effective ways to recruit the target number (per grant application) of families who qualify enroll and remain long enough to meet their goals?

Do you have any concerns and successes regarding recruitment of families?

What do these data reflect in terms of program quality? Program quality is composed of a) meeting target enrollment, b) serving most at need, c) for an adequate time (minimum six months, with a weekly schedule for all program components), d) with appropriate four component services throughout the year (two week breaks are the maximum time between operating/seasonal schedules).

Adult Education

Component Definition: Adult Education provides the information and instruction necessary to support the improvement of literacy and learning skills in adult learners. (“Literacy skills” are defined as the adult’s ability to read, and speak in English, and compute and solve problems at levels of proficiency needed to fulfill

responsibilities as parent/family member, citizen/community member, and worker.) The adult education component also works in concert with the other family literacy components to support adult's transfer of acquired skills and knowledge to home and community.

Adult Education FLIPQs are established by the Missouri Performance Measures and Benchmarks in compliance with the National Reporting System for Adult Education and Literacy.

Evaluation Questions: How well are adults progressing as defined by the National Reporting System? How knowledgeable are staff about the characteristics of adult learners as demonstrated by ongoing participation in professional development?

Consolidated State Performance Report (CSPR) Indicator: With respect to eligible participants who are adults, achievement in the areas of reading, writing, English-language acquisition, problem solving and numeracy.

1. Number of Adults Showing Significant Gains on Measures of Reading

- Percentage of adults showing significant learning gains on measures of reading.
- Percentage of LEP adults showing significant learning gains on measures of English language acquisition.

Table 1

Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
TABE			X% met the indicator (Level gain)

2. Number of LEP Adults Showing significant gains on measures of English Language acquisition

Table 2

Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
BEST			BEST level gain
CASAS			CASAS

3. Number of school age adults who earn a high school diploma or GED*

Table 3

Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
* Indicate diploma or GED	* Indicate diploma or GED	* Indicate diploma or GED	* Indicate diploma or GED

*Applies to school age adults (teens) for whom the GED/diploma is a goal.

4. Number of non-school age adults who earn a high school diploma or GED*

Table 4

Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
* Indicate diploma or GED	* Indicate diploma or GED	* Indicate diploma or GED	* Indicate diploma or GED

*Applies to adults for whom the GED/diploma is a goal.

FLIPQ Performance Indicators for Adult Learning

Data: Photos of student engagement and sample lesson plans can illustrate the classroom environment. TABE and CASAS scores per adult learner document student achievement. LEA records verify high school diploma, AEL records verify GED.

** For any area rated "Technical Assistance Required," an action plan should be developed within 30 days after the report is filed and a copy sent to the State Even Start Coordinator. Contact LIFT-MO staff for technical assistance when completing the action plan.*

**Please note data source for each item or group of items.*

5. Adult Learner Performance Outcomes

- Of adults who have completed at least 100 hours of AEL instruction, 50% demonstrate a gain of at least one grade equivalent level on the *Test for Adult Basic Education (TABE)* or *Comprehensive Adult Student Assessment System (CASAS)* (reading or math) based on their entry level assessment scores.
- The percent of adult learners enrolled in **Beginning Literacy** who complete that level meet or exceed **38%**.
- The percent of adult learners enrolled in **Beginning Basic Education** who complete that level meet or exceed **37%**.
- The percent of adult learners enrolled in **Low Intermediate Basic Education** who complete that level meet or exceed **36%**.

Benchmark (48%) Achieved _____ Yes _____ No _____ NA

11. High Adult Secondary (11.0 - 11.9)

_____ Cohort number of adults for whom the indicator is applicable

_____ Number of adults with matching pre and post tests

_____ Number who met indicator

Benchmark (50%) Achieved _____ Yes _____ No _____ NA

Performance Indicators for Adult Learning and English as Second Language (ESL)

ESL Performance Outcomes

- Of the adults who complete at least 100 hours of English for Speakers of Other Languages (ESOL), instruction 50% demonstrate at least a five (5) point gain on the CASAS Reading test based on their entry level assessment score.
- The percent of adult learners enrolled in **Beginning ESOL Literacy** who complete this level meet or exceed 35%.
- The percent of adult learners enrolled in **Beginning ESOL** who complete this level meet or exceed 34%.
- The percent of adult learners enrolled in **Low Intermediate ESOL** who complete this level meet or exceed 39%.
- The percent of adult learners enrolled in **High Intermediate ESOL** who complete this level meet or exceed 39%.
- The percent of adult learners enrolled in **Low Advanced ESOL** who complete this level meet or exceed 24%.
- The percent of adult learners enrolled in **High Advanced ESOL** who complete this level (no standard for FY '06)

Scoring

- | | |
|--|--------------------------|
| <input type="checkbox"/> Exceeds Expectations | 7 indicators met |
| <input type="checkbox"/> Meets Expectations | 6 indicators met |
| <input type="checkbox"/> Technical Assistance Required | 2 or less indicators met |

12. Beginning Literacy ESL

_____ Cohort number of adults for whom the indicator is applicable

_____ Number of adults with matching pre and post tests

_____ Number who met indicator

Benchmark (35%) Achieved _____ Yes _____ No _____ NA

13. Beginning ESL

_____ Cohort number of adults for whom the indicator is applicable

_____ Number of adults with matching pre and post tests
_____ Number who met indicator
Benchmark (34%) Achieved _____ Yes _____ No _____ NA

14. Low Intermediate ESL

_____ Cohort number of adults for whom the indicator is applicable
_____ Number of adults with matching pre and post tests
_____ Number who met indicator
Benchmark (39%) Achieved _____ Yes _____ No _____ NA

15. High Intermediate ESL

_____ Cohort number of adults for whom the indicator is applicable
_____ Number of adults with matching pre and post tests
_____ Number who met indicator
Benchmark (39%) Achieved _____ Yes _____ No _____ NA

16. Low Advanced ESL

_____ Cohort number of adults for whom the indicator is applicable
_____ Number of adults with matching pre and post tests
_____ Number who met indicator
Benchmark (24%) Achieved _____ Yes _____ No _____ NA

17. High Advanced ESL

_____ Cohort number of adults for whom the indicator is applicable
_____ Number of adults with matching pre and post tests
_____ Number who met indicator
Percent Achieved _____ Yes _____ No √ NA

18. Performance Indicator for GED Completion (required)

- Of the adult learners at the Low and High Adult Secondary Education levels who complete a minimum of 100 hours and have a high school equivalency as a goal, 48% pass the GED or earn a high school credential.

_____ Cohort number of adults for whom the indicator is applicable
_____ Number of adults with matching pre and post tests
_____ Number who met indicator
Benchmark (48%) Achieved _____ Yes _____ No _____ NA

19. Placement in Postsecondary Education or Training

- Of the adult learners whose primary or secondary goal was postsecondary education or vocational training 27% meet the benchmark.

_____ Cohort number of adults for whom the indicator is applicable

_____ Number of adults with this goal

_____ Number who met indicator

Benchmark (27%) Achieved _____ Yes _____ No _____ NA

20. Entered Employment

- 45% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.

_____ Cohort number of adults for whom the indicator is applicable

_____ Number of adults with matching pre and post tests

_____ Number who met indicator

Benchmark (45%) Achieved _____ Yes _____ No _____ NA

21. Retained Employment

- 51% of adults were retained on the job or advanced on the job.

_____ Cohort number of adults for whom the indicator is applicable

_____ Number of adults with matching pre and post tests

_____ Number who met indicator

Benchmark (51%) Achieved _____ Yes _____ No _____ NA

Adult Education Conclusion

Refer to evaluation questions at the beginning of this section.

Do the data reflect a cohort of adults most in need of literacy intervention?

Does the program serve a range of abilities or are the data skewed toward a particular level of adult learners?

Does the program achieve the FLIPQs? If not, what factors impede program success? (refer to program demographics, recruitment and retention analysis)

**Evaluator determines from evidence whether or not the indicator was achieved and provides brief explanations where indicated in blue.*

Participants are provided adult education by

The program offers _____ hours per month of adult education, which **meets/ exceeds** the FLIPQ Standard for Adult Education program intensity of 60 hours per month. **(Or, the program needs technical assistance if it offered less than the FLIPQ Standard).** _____ Percent of adults made level gains on the TABE, _____ percent made level gains on the CASAS (if applicable). For _____ adults who had the goal of achieving a GED, _____ percent met this goal. For teens who had the goal of achieving a high school diploma, _____ percent met this goal.

Children's (Early Childhood) Education

Component Definition: Children's education promotes young children's growth and development, engages parents in their child's educational program by nurturing meaningful involvement, and relating the importance of parents' role in their children's development and achievement. Young children who are living in circumstances that place them at greater risk of school failure (including poverty, low level of maternal education, maternal depression, and other factors) are much more likely to succeed in school if they attend well-planned, high quality children's education programs. Ideally, the children's education component uses a curriculum that focuses on the whole child and emphasizes the development of literacy.

Evaluation Question: How well are young children progressing and what factors play a role in programs providing high quality early childhood environments?

Identify the age ranges (must be at least three years, ex. Birth to three) of students served, transportation, special needs, ELL, curriculum, screening tools. Identify the agency that provides early childhood education.

Did the numbers of children, per age group, change significantly since last year?
 No *Yes *Please explain:

Does your program have a waiting list for any age group?
Infants/toddlers Yes No Preschool Yes No
School age Yes No

Who provides the early childhood education program? Even Start Head Start Other* (specify) _____

1. Number of children entering kindergarten (and family was enrolled prior to January 1, 2007) who are achieving significant gains on measures of language development. The indicator applies only to children who are age-eligible for kindergarten in the subsequent year.

Significant gain is defined as a *Peabody Picture Vocabulary Test III* (PPVT) (Receptive Subtest) Standard Score increase of at least four (4) points between pre- and posttest.

Number of Children _____ **Number making sufficient gain** _____

**Table 5
PPVT Receptive**

FIRST Name/ID	Pre-test Date	Standard Score	%ile Rank	Post Test Date	Standard Score	%ile Rank	Change	Ind. Met Yes/No

2. The (Average) number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask.

Note: The performance target for Missouri Even Start is 17 uppercase letters. The performance target for Head Start is 10 uppercase letters. Programs provide pretest data for all children.

Number of Children _____ Average number of UC Letters _____

**Table 6
PALS Pre-K Uppercase Letter Naming Subtask**

First Name/ID	Date of Pre-Test	Number of Upper Case Letters Identified	Date of Post Test	Number of Upper Case Letters Identified	Change

3. Number of school-aged children who are reading on grade level.

Table 7

Measure	Cohort	Result	Explanation of Progress
<i>Measurement tool used to assess progress for indicator*</i>	<i>Number of participants to whom the indicator applies</i>	<i>Number of participants who met the achievement goal</i>	
Indicate source			

**school report card, LEA reports*

FLIPQ Children’s Education Performance Indicators

Component Definition: Children’s education promotes young children’s growth and development, engages parents in their child’s educational program by nurturing meaningful involvement, and relating the importance of parents’ role in their children’s development and achievement. Young children who are living in circumstances that place them at greater risk of school failure (including poverty, low level of maternal education, maternal depression, and other factors) are much more likely to succeed in school if they attend well-planned, high quality children’s education programs. Ideally, the children’s education component uses a curriculum that focuses on the whole child and emphasizes the development of literacy.

Program Activity

Children's Education [narrative](#)...

** For any area rated "Technical Assistance Required," an action plan should be developed ASAP following submission of the report. A copy of the report is sent to the State Coordinator. Contact LIFT-MO staff for assistance when completing the action plan.*

**Please note data source for each item or group of items.*

Infants and Toddlers

Discussion: What curriculum frames the infant/toddler program? What is the quality of the learning environment? What instruments are used to screen children? What does the screening data indicate about the developmental progress of infants and toddlers enrolled?

Performance Indicators for Child Readiness

- 80% of children entering kindergarten achieved significant learning gains on measures of language development (PPVT).
- The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask _____
- 80% of school-aged children are reading on grade level.

Scoring

- | | |
|--|------------------------|
| <input type="checkbox"/> Meets Expectations | 3 standards met |
| <input type="checkbox"/> Technical Assistance Required | 1 or less standard met |

Children's (Early Childhood) Conclusion

To what extent is the program providing a quality early education component? What age groups are served? What learning opportunities are provided for young children, infants, and toddlers (applicable). Are children making significant learning gains on measures of language development (Reading readiness/Reading gains)? Respond to Early Childhood Evaluation Questions.

The program offers _____ hours per month of early childhood education, which [meets/exceeds](#) the FLIPQ Standard for early childhood education program intensity of 80 hours per month. (Or, the program needs technical assistance if offering less than the FLIPQ Standard).

Parent Groups for Education and Support

Component Definition: Parenting Education provides information, instruction, and support for parents regarding how to be their child's first teacher and full partner in the education of their children.

The federal *No Child Left Behind* Act (NCLB) requires parents to learn what state standards mean in terms of the knowledge, skills, behaviors, and attitudes their children are expected to develop.

Evaluation Questions: How well are parents supporting their child(ren)'s learning as well as improving their understanding of their child(ren)'s development? What does the program offer for parenting? How does the program get parents to participate regularly in this component?

Subject: Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment and through interactive learning activities. Applies to all enrolled adults.

Data Required for Completion of CSPR: Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment and through interactive learning activities.

Parenting Performance Outcomes
Table 8

Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
			Percentage of parents who show improvement.
POG	Total Adults	Adults with POG scores	

Parenting Education Program Standards & Performance Indicators

** For any area rated "Technical Assistance Required," an action plan should be developed ASAP following submission of the report. A copy of the report is sent to the State Coordinator. Contact LIFT-MO staff for assistance when completing the action plan.*

**Please note data source for each item or group of items.*

FLIPQ Parenting Performance Indicators

- 90% of parents affect their child's ability to learn as evidenced by informal assessment and self-assessment in 2 or more of the following:

- ❑ Participate in parenting education monthly.
- ❑ Provide support and encourage structure for the home learning environment.
- ❑ Select books, toys, and activities, based on the child's interests and abilities.
- ❑ Talk with and read to their children.
- ❑ Support children's decision-making skills.
- ❑ Listen to children and encourage the expression of ideas.
- ❑ Identify their own strengths and those of their children.
- ❑ Increase awareness of school expectations.
- ❑ Communicate effectively with school personnel.
- ❑ Advocate for their children.
- ❑ Demonstrate preparation and continuous involvement in children's school activities such as conferences, meetings, home visits, and volunteer opportunities.

Conclusion

Discussion.

The program offers _____ hours per month of parenting education, which *meets/exceeds* the FLIPQ Standard for parenting education intensity of 20 hours per month, including 8 hours literacy based (grounded in SBRR). *(Or, the program needs technical assistance if offering significantly less than the FLIPQ Standard and parents fail to make sufficient progress).*

Parent and Child Interactive Literacy (PCIL)

Component Definition: PCIL Time consists of regularly scheduled opportunities for parents and their children to play and work together as a way to promote literacy and language development. PCIL activities build adult understanding of the critical role parents play in positive adult-child interactions.

Program Activity: *narrative ...*

Parent and Child Interactive Literacy (PCIL) Performance Indicators

** For any area rated "Technical Assistance Required," an action plan should be developed ASAP following submission of the report. A copy of the report is sent to the State Coordinator. Contact LIFT-MO staff for assistance when completing the action plan.*

PCIL Performance Indicators

**Please note data source for each item or group of items.*

- ❑ Families participate in PCIL Time monthly.

Note: The evaluator should verify this standard by reviewing samples of activities and curricula provided under this program component. For more information regarding scientifically based reading instruction visit www.famlit.org

Home Visits

Component Definition: Home visits are linked to all other program components. The home visit is used as an opportunity for the parent and child to learn and play together with literacy as a primary focus.

- ❑ Families receive at least one home visit a month for every month of program participation.
- ❑ Home visitors receive on-going professional development.

Summary of Evidence

Provide a brief narrative of the nature and purpose of home visits as well as significant outcomes and impacts that result from these services.

Conclusion

The program offers ____ home visit(s) per month, which **meets/exceeds** the FLIPQ Standard for home visits program intensity of at least one home visit per month for every month of program participation. **(Or, the program needs technical assistance if it offered significantly less than the FLIPQ Standard).**

Design and Administration Standards

The Program demonstrates high quality by meeting the following standards:

**Please note data source for each item or group of items. Check all that are fully operational on a consistent basis. The program coordinator may verify these with the staff and evaluator.*

- ❑ Use content standards and curriculum frameworks that focus on the knowledge and skills adults need to carry out life roles and meet community needs.
- ❑ Use developmentally appropriate standards and curriculum frameworks that focus on the knowledge and skills children need to be successful in school.
- ❑ Enhance children's exposure to and concepts about print and literacy.
- ❑ Attend to educational and developmental needs of each adult through effective curriculum, social services referrals, and the elimination of any barriers to participation.
- ❑ Address barriers to participation in a variety of ways, such as providing flexible hours for the four components (Adult Education, Children's Education, Parenting Education and Parent Child Interactive Literacy

(PCIL)), transportation, convenient location, meals, and counseling/referrals.

- ❑ Use scientifically based curriculum and instructional programs.
- ❑ Provide services year-round.
- ❑ Maintain appropriate staff/student ratios for instruction in each component area.

Scoring

- | | |
|---------------------------------|-------------------------|
| ❑ Exceeds Expectations | 8 standards met |
| ❑ Meets Expectations | 7 standards met |
| ❑ Technical Assistance Required | 5 or less standards met |

Narrative Explanation

Collaboration

The Program demonstrates high quality by meeting the following standards:

- ❑ Work with collaborating agencies to integrate efforts to ensure the success of common goals and services, and maintain appropriate documentation of this work.
- ❑ Establish an Advisory Board/Committee that is representative of the community and collaborative agencies, and that meets a minimum of twice per year to review program planning and development.

Scoring

- | | |
|---------------------------------|-----------------|
| ❑ Exceeds Expectations | 2 standards met |
| ❑ Meets Expectations | 1 standard met |
| ❑ Technical Assistance Required | 0 standards met |

Narrative Explanation

Staff Selection

The Program demonstrates high quality by meeting the following standards:

- ❑ Assure that the program has procedures in place to recruit and employ staff with appropriate education, licensure, skills, cultural, language, and background or experience.
- ❑ Document that a minimum of 50% of the program instructional staff have an associate's degree.

Identify credentials for each instructional staff. Add rows to table as necessary.

Intake and Orientation

The Program demonstrates high quality by meeting the following standards:

- ❑ Assess community and school district needs to identify and target families in most need of family literacy services.
- ❑ Discuss program participation requirements and available services individually with prospective participants.
- ❑ Use an established procedure to match family needs with program services.
- ❑ Provide confidentiality procedures for families.

Scoring

- | | |
|---------------------------------|-------------------------|
| ❑ Exceeds Expectations | 4 standards met |
| ❑ Meets Expectations | 3 standards met |
| ❑ Technical Assistance Required | 2 or less standards met |

Narrative Explanation

Integration of Components

The Program demonstrates high quality by meeting the following standards:

- ❑ Identify and continually reinforce common messages to be emphasized across components, for example, the:
 - value of literacy,
 - central role of the parent in a child's development,
 - use of individual strengths.
- ❑ Involve staff from all program components to plan an integrated curriculum.
- ❑ Ensure all team members meet together regularly for program planning and integration.
- ❑ Meet all four of the following intensity standards per month:
 - 60 hours of adult education;
 - 80 hours of early childhood education;
 - 20 hours of parenting education, including 8 hours literacy based (grounded in SBRR);
 - 20 hours of PCIL Time, including 12 hours literacy based (grounded in SBRR).
- ❑ Make all core components available year round.

Scoring

- | | |
|------------------------|-----------------|
| ❑ Exceeds Expectations | 5 standards met |
| ❑ Meets Expectations | 4 standards met |

- Technical Assistance Required 2 or less standards met

Narrative Explanation

Children’s Learning Environment

Evaluation Method: *Use a standard tool such as the ELLCO, ECERS, or ITERS. Other informal instruments may be used. The item is met if the environment is deemed of good quality by the subscale of the instrument selected.*

- Space & Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff

Scoring

- Exceeds Expectations 7 standards met
- Meets Expectations 6 standards met
- Technical Assistance Required 2 or less standards met

Narrative Explanation

8. Retention

The Program demonstrates high quality by meeting the following standards:

- Implement a minimum of 3 strategies to retain families who do not meet program standards for attendance, behavior, achievement, and participation.
- Provide opportunities for past and present participants to volunteer within the program.
- Develop a yearly satisfaction survey completed by participants.

Scoring

- Exceeds Expectations 3 standards met
- Meets Expectations 2 standards met
- Technical Assistance Required 1 or less standard met

Narrative Explanation

9. Transitions from Family Literacy

The Program demonstrates high quality by meeting the following standards:

- ❑ Engage staff and families together for planning transition support.
- ❑ Prepare for transitions of children by working with school or community programs.
- ❑ Provide opportunities for adults to explore a range of post-family literacy options.
- ❑ Plan comprehensive transition services to continue when service delivery mechanisms or family eligibility change.

Scoring

- ❑ Exceeds Expectations 4 standards met
- ❑ Meets Expectations 3 standards met
- ❑ Technical Assistance Required 2 or less standards met

Narrative Explanation

10. Performance Indicator for Transitions

- ❑ 80% of families with children ages birth to 8 years old expected to experience a transition during the program year participate in at least 2 transition activities.

11. Program Evaluation

The Program demonstrates high quality by meeting the following standards:

- ❑ Develop an evaluation plan compliant with the Missouri standards and indicators.
- ❑ Collect, analyze and report quantitative and qualitative data to determine the extent to which the program achieves the purposes for which it was funded and accomplishes the program goals associated with the program process, output, and outcomes.
- ❑ Use reliable and valid evaluation methods, appropriate to the program goals and objectives, to support continuous local program improvement.
- ❑ Share evaluation findings and recommendations with participating families, staff, community and statewide collaborators, the local school district, and state and federal legislative representatives.

Scoring

- ❑ Exceeds Expectations 4 standards met
- ❑ Meets Expectations 3 standards met
- ❑ Technical Assistance Required 2 or less standards met

Narrative Explanation

General Program Design and Administration Conclusions

The General Program Design and Administration component <meets, exceeds or needs technical assistance> the FLIPQs and is/is not cited as a program strength.

Summary of Program Strengths

Narrative...

Conclusions and Recommendations

Narrative supported by discrete evidence presented under each program component. Key questions answered in this section are:

- *Does this program demonstrate adequate yearly progress towards the FLIPQ's? (in what areas? If not, what are the targeted areas in need of technical assistance?)*
- *Did the program improve since the previous funding years?*
 - *If YES, then what specific aspects of the program were improved?*
 - *What are the impacts of these programmatic improvements?*
- *Did the Even Start program successfully promote children's and adults' language and literacy learning?*
- *Were families most in need of intensive literacy services served to the extent that they were able to achieve their educational and work related goals?*
- *What are the barriers to success that impeded progress in any given area?*

Recommendations are grounded by the data. Evaluators are encouraged to discuss these recommendations with the coordinator to determine whether or not they are feasible given the current resources. A formal action plan (with a time table, identified resources (ex., LIFT site visits with TA Plan form completed) should be drawn up within 30 days of receipt of the final report.