

# Missouri Even Start Family Literacy Programs

## 2008-2009

### 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, 2009 to Donna Cash at DESE, two paper copies. Please send an electronic copy to Dr. Jeri Levesque at [JALSails@aol.com](mailto:JALSails@aol.com).***



LIFT

[www.lift-missouri.org](http://www.lift-missouri.org)

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**<Name Here> Even Start Family Literacy Program  
Independent Local Evaluation  
2008 - 2009**

Program \_\_\_\_\_

**DUE DATE: JULY 31, 2009**

**Date of Upload to DESE** \_\_\_\_\_

**Date of Report** \_\_\_\_\_ **Evaluator** \_\_\_\_\_

**Evaluator Email** \_\_\_\_\_

**Program Director/Contact Person** \_\_\_\_\_

**Phone\*** \_\_\_\_\_ **E-mail\*** \_\_\_\_\_

*\*Please include alternatives if phone number or e-mail address above will change after July 31<sup>st</sup>.*

**Family Literacy Indicators of Program Quality (FLIPQs)**

The 2008-2009 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 (Phyllis Harris at [pharris@webster.edu](mailto:pharris@webster.edu) [pharris@webster.edu](mailto:pharris@webster.edu) or Sarah Beaman Jones at [sbeaman@webster.edu](mailto:sbeaman@webster.edu) 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 2008-2009 program year.*

### Program Services and Collaborations

*Suggested evaluation Questions (Coordinator and the Independent Evaluator are encouraged to pose and probe others):*

- ✓ 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? How does each contribute to participants' success?
- ✓ What is your schedule for services? School year? Summer?
- ✓ What do families expect to achieve 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 their goals?

### Grant Award Information

- a. Amount of federal share. \$ \_\_\_\_\_
- b. Amount of local match funding. \$ \_\_\_\_\_
- c. 2008 – 2009 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**

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

“Participating” means enrolled and participating in all required core services.

“Adults” include teen parents.

Table 1

### Number of Participants

Families participating	
Total Adults participating	
School aged (teens) adults	
Adults participating who are limited English proficient (LEP)	
<b>Participating children</b>	Total ALL
a. Infants and toddlers (birth through 2 years)	
b. Preschool age (age 3 through age 5)	
c. School age (age 6 through 8)	

*Section Content: Evaluators are charged with analyzing program information to determine to what extent enrollment patterns reflect service to families most in need as defined by poverty, low levels of literacy and other need related factors.*

### Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of families at the time of enrollment for each of the groups listed below. The term “newly enrolled family” means a family who enrolls for the first time in the Even Start project at any time during the year.

Table 2

### Number of Families at the Time of Enrollment

1. Number of newly enrolled families	
2. Number of newly enrolled adult participants	
3. Number of newly enrolled families at or below the federal poverty level	
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	
5. Number of newly enrolled adult participants who have not gone beyond 9 <sup>th</sup> grade	

### 2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family’s start date and exit date. For families still participating, count the time between the family’s start date and the end of the reporting year (June 30, 2009). **Report each family only once in lines 1-4.**

Table 3  
**Retention**

Time in Program	Number of Families
1. Number of families participating 3 months or less	
2. Number of families participating more than 3 months and fewer than 6 months	
3. Number of families participating more than 6 months and fewer than 12 months	
4. Number of families participating 12 months or longer	
5. Total families participating	

- ✓ *How does 2008 - 09 enrollment compare with past performance? (i.e., different circumstances, ethnic backgrounds)*
- ✓ *Have there been any significant changes effecting participation in 2008 - 09? (i.e., Did a major employer move in/out of the area? Is participation being impacted by military deployment?)*

*Section Content: Evaluators are charged with analyzing participant information to determine the extent to which educational or employment gains correlate to levels of participation.*

#### **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?*
- ✓ *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.

### *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?*

### 2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. To be counted under “pre- and post-test”, an individual must have completed both the pre- and post-tests. Do not include LEP adults.

Table 4

#### Adults With Significant Learning Gains on Reading

<b>Measure</b> <i>Measurement tool used to assess progress for indicator</i>	<b># Pre- and Post-Tested</b>	<b># Who Met Goal</b>	<b>Explanation of Progress</b>
TABE			# met the indicator (Level gain)

The definition of “significant learning gains” for adult education is determined by Missouri’s adult education program in conjunction with the Department of Education’s Office of Vocational and Adult Education (OVAE).

**2.2.2.2 LEP Adults Showing Significant Learning Gains on Measures of Reading**

In the table below, provide the number of LEP adults who showed significant learning gains on measures of reading.

Table 5

**LEP Adults With Significant Learning Gains on Reading**

<b>Measure</b>  <i>Measurement tool used to assess progress for indicator</i>	<b># in Cohort</b>	<b># Who Met Goal</b>	<b>Explanation of Progress</b>
BEST			
CASAS			

**2.2.2.3 Adults Earning a High School Diploma or GED**

In the table below, provide the number of school-age adults who earned a high school diploma or GED.

The following terms apply:

“School-age adults” is defined as any parent attending an elementary or secondary school. This also includes those adults within the State’s compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.

“Non-school-age” adults are any adults who do not meet the definition of “school-age.”

“Cohort” includes only those adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

Table 6

**School-Age Adults**

<b>Measure</b> <i>Measurement tool used to assess progress for indicator</i>	<b># in Cohort</b>	<b># Who Met Goal</b>	<b>Explanation of Progress</b>
HS Diploma			
GED			
Grade Promotion			

Table 7

**Non-School-Age Adults**

<b>Measure</b> <i>Measurement tool used to assess progress for indicator</i>	<b># in Cohort</b>	<b># Who Met Goal</b>	<b>Explanation of Progress</b>
* 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.

*Section Content: Evaluators are charged with analyzing participant information to determine how well adults are progressing (as defined by the National Reporting System). Evaluators will also analyze staff knowledge of the characteristics of adult learners as demonstrated by ongoing participation in professional development.*

*Evaluators may choose to answer the following questions:*

- ✓ *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 meet benchmark? If not, what factors impede program success? (Refer to program demographics, recruitment and retention analysis.)*

## FLIPQ Performance Indicators for Adult Learning

**Data:** Photos of student engagement and sample lesson plans may be useful to 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.*

### Adult Learner Performance Outcomes

Of ALL 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.

Tally from below.

#### 1. **Beginning Literacy ABE (0 - 1.9)**

\_\_\_ Cohort number of adults for whom the indicator is applicable

\_\_\_ Number of adults with matching pre and post tests

\_\_\_ Number who met indicator

Benchmark (38%) Achieved                      \_\_\_\_\_Yes      \_\_\_\_\_ No      \_\_\_\_\_NA

#### 2. **Beginning ABE (2 - 3.9)**

\_\_\_ Cohort number of adults for whom the indicator is applicable

\_\_\_ Number of adults with matching pre and post tests

\_\_\_ Number who met indicator

Benchmark (37%) Achieved                      \_\_\_\_\_Yes      \_\_\_\_\_ No      \_\_\_\_\_NA

#### 3. **Low Intermediate ABE (4 - 5.9)**

\_\_\_ Cohort number of adults for whom the indicator is applicable

\_\_\_ Number of adults with matching pre and post tests

\_\_\_ Number who met indicator

Benchmark (36%) Achieved \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ NA

**4. High Intermediate ABE (6.0 - 8.9)**

\_\_\_ Cohort number of adults for whom the indicator is applicable

\_\_\_ Number of adults with matching pre and post tests

\_\_\_ Number who met indicator

Benchmark (41%) Achieved \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ NA

**5. Low Adult Secondary Education (9.0 - 10.9)**

\_\_\_ Cohort number of adults for whom the indicator is applicable

\_\_\_ Number of adults with matching pre and post tests

\_\_\_ Number who met indicator

Benchmark (48%) Achieved \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ NA

**6. 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)**

**LEP 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.

1. The percent of adult learners enrolled in **Beginning ESOL Literacy** who complete this level meet or exceed 35%.

\_\_\_\_\_ 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

2. The percent of adult learners enrolled in **Beginning ESOL** who complete this level meet or exceed 34%.

\_\_\_ 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

3. The percent of adult learners enrolled in **Low Intermediate ESOL** who complete this level meet or exceed 39%.

\_\_\_\_\_ 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

4. The percent of adult learners enrolled in **High Intermediate ESOL** who complete this level meet or exceed 39%.

\_\_\_\_\_ 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

5. The percent of adult learners enrolled in **Low Advanced ESOL** who complete this level meet or exceed 24%.

\_\_\_ 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

6. **17. High Advanced ESOL**

\_\_\_ 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

**Scoring**

Exceeds Expectations                      7 indicators met

Meets Expectations                      6 indicators met

Technical Assistance Required                      2 or less indicators met

**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

**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

**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

## 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) \_\_\_\_\_

**2.2.2.4 Children Entering Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development**

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply to 2.2.2.4 through 2.2.2.7:

A “significant learning gain” is considered to be a standard score increase of 4 or more points with a minimum 6 months between pre- and post-test.

” Age-Eligible” includes the total number of children who are expected to enter kindergarten in the school year following the reporting year.

“Tested” includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of services in between.

“Exempted” includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

Table 8a  
**PPVT III or IV Receptive Language Scores**

Student Name/ID	Date of Pretest	Standard Score	Date of Posttest	6 monthsY /N	Score Difference => 4 SS pts?	=> 85?

Table 8b  
**PPVT III or IV Receptive Language Outcomes**

	# Age-Eligible	#Tested	# Who Met Goal	# SS is =>85	# Exempted	Explanation (if applicable)
PPVT-III or IV						

**2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask**

All children whose birth date (October 1, 2004) makes them eligible for kindergarten for the 2009-2010 school year must be assessed for gains in alphabet knowledge over a six month period of enrollment in Even Start.

Table 9a  
**PALS Pre-K Uppercase Alphabet Recognition**

Student Name/ID	Date of Pretest	Standard Score	Date of Posttest	6 months?	Score Difference	=+ 14?

The term “average number of letters” includes the average score for the children in your program who participated in this assessment. This should be provided as a weighted average and rounded to one decimal.

Table 9b  
**PALS Pre-K Uppercase Alphabet Recognition**

	# Age-Eligible	# Tested	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case				# Outcomes meet target of 17 Upper Case letters

**2.2.2.6 School-Aged Children Reading on Grade Level**

In the table below, provide the number of school-age children who read on grade level. The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the “Explanation” field.

Table 10  
**School Age Reading Achievement**

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data)
K			
1			
2			
3			

**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).

80% of children entering kindergarten can identify 17 Uppercase Letters on the PALS Pre-K

80% of school-aged children are reading on grade level.

### **Scoring**

Meets Expectations	3 standards met
Technical Assistance Required	2 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)?*

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.

**2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities**

In the table below, provide the number of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the “Other” field, with appropriate information in the Explanation field.

Table 11  
**PACT/Parenting**

	<b># In Cohort</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
PEP Scale I			
PEP Scale II			
PEP Scale III			
PEP Scale IV			
Other: Parent Observation Guide			

**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**

Performance Indicator: 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 (check those met):

1. Participate in parenting education monthly.
2. Provide support and encourage structure for the home learning environment.

3. Select books, toys, and activities, based on the child's interests and abilities.
4. Talk with and read to their children.
5. Support children's decision-making skills.
6. Listen to children and encourage the expression of ideas.
7. Identify their own strengths and those of their children.
8. Increase awareness of school expectations.
9. Communicate effectively with school personnel.
10. Advocate for their children.
11. Demonstrate preparation and continuous involvement in children's school
12. activities such as conferences, meetings, home visits, and volunteer
13. 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).*

*Evaluators are encouraged to provide a brief narrative of program highlights as well as unmet challenges.*

## **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: *Evaluators provide a brief narrative of the PCIL component. Examples of special family activities and scheduled may be provided.*

## **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.*

Check all that are met.

1. Families participate in PCIL Time monthly
2. *(see monthly schedule for supporting documentation)*
3. Interactive literacy activities occur within each PCIL Time (such as story-reading, story-telling and retelling, singing, and finger plays).
4. Programs collect and display students' work. *(photo documentation given to the evaluator or first hand observation by the evaluator)*
5. Staff observe parents applying strategies discussed during parenting sessions.
6. Staff provide a print rich literacy environment.
7. Parents focus on child's interest during play.
8. Parents listen to and communicate with their child.
9. Parents express reasonable expectations for children's development.
10. Staff reflect (debrief) with parents following parent-child experiences.

### Scoring

Exceeds Expectations	8 indicators met
Meets Expectations	7 indicators met
Technical Assistance Required	3 or less indicators met

### Parent-Child Reading Behavior

Parent educators regularly observe parent-child reading interactions during PCIL time or home visits. The five items *PCIL Parent Observation Guide (POG)* categorized scientifically based reading research driven (SBRR) parenting behaviors related to reading to children at PACT time and during home visits. Staff observing PACT and during home visits focused on the following Parenting Behaviors: fluency, phonemic awareness, vocabulary, phonics, and text comprehension. The observations were dated and scored as:

5 Always    4 Often    3 Sometimes    2 Rarely    1 Never

Cohort number of parents observed with the *Parent Observation Guide* \_\_\_\_\_

Number of parents who made progress on all items between pre and

Post measures                      Number    \_\_\_\_\_    \_\_\_\_\_percent

## Summary of Evidence

Provide a brief narrative of PCIL Program component services.

## Conclusion

The Parent and Child Interactive Literacy component <meets, exceeds or needs technical assistance> the FLIPQs and is/is not cited as a program strength

The program offers \_\_\_ hours per month of PCIL Time, which meets/exceeds the FLIPQ Standard for PCIL Time program intensity of 20 hours per month, including 12 hours literacy based (grounded in SBRR). (Or, the program needs technical assistance if it offered significantly less than the FLIPQ Standard).

*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 [HYPERLINK "http://www.familit.org" www.familit.org](http://www.familit.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 < name > 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.*

1. Use content standards and curriculum frameworks that focus on the knowledge and skills adults need to carry out life roles and meet community needs.
2. Use developmentally appropriate standards and curriculum frameworks that focus on the knowledge and skills children need to be successful in school.
3. Enhance children’s exposure to and concepts about print and literacy.
4. Attend to educational and developmental needs of each adult through effective curriculum, social services referrals, and the elimination of any barriers to participation.
5. 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.
6. Use scientifically based curriculum and instructional programs.
7. Provide services year-round.
8. 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:

1. Work with collaborating agencies to integrate efforts to ensure the success of common goals and services, and maintain appropriate documentation of this work.
2. 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.

## Professional Development

The Program demonstrates high quality by meeting the following standards (check all that are met):

1. Develop and implement an Organizational Training Plan that includes comprehensive family literacy training, individual staff development training and programmatic staff development.
2. Support participation in staff development by providing paid time and flexible scheduling consistent with the policies of the fiscal agent.
3. Collaborate with agencies to maximize training resources to promote mutual understanding of programs and high quality instruction.
4. Provide supervision, training, guidance, and resources to volunteers.
5. Evaluate staff development in terms of meeting the National Staff Development Standards

For more information about

NSDS <http://www.nsd.org/standards/index.cfm>.

## Scoring

Exceeds Expectations	5 standards met
Meets Expectations	4 standards met
Technical Assistance Required	2 or less standards met

### *Narrative Explanation*

## Intake and Orientation

The Program demonstrates high quality by meeting the following standards (check all that are met):

1. Assess community and school district needs to identify and target families in most need of family literacy services.

2. Discuss program participation requirements and available services individually with prospective participants.
3. Use an established procedure to match family needs with program services.
4. 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 (check all that are met):

1. value of literacy,
2. central role of the parent in a child’s development,
3. use of individual strengths.
4. Involve staff from all program components to plan an integrated curriculum.
5. Ensure all team members meet together regularly for program planning and integration.

Meet all four of the following intensity standards per month:

1. 60 hours of adult education;
2. 80 hours of early childhood education;
3. 20 hours of parenting education, including 8 hours literacy based (grounded in SBRR);
4. 20 hours of PCIL Time, including 12 hours literacy based (grounded in SBRR).
5. 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/ITERS or CLASS. 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.

Instrument \_\_\_\_\_ Date of Assessment \_\_\_\_\_

### Scoring

Exceeds Expectations

Meets Expectations

Technical Assistance Required

*Narrative Explanation*

### Retention

The Program demonstrates high quality by meeting the following standards (check all that are met):

1. Implement a minimum of 3 strategies to retain families who do not meet program standards for attendance, behavior, achievement, and participation.
2. Provide opportunities for past and present participants to volunteer within the program.
3. 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*

## Transitions from Family Literacy

The Program demonstrates high quality by meeting the following standards (check all that are met):

1. Engage staff and families together for planning transition support.
2. Prepare for transitions of children by working with school or community programs.
3. Provide opportunities for adults to explore a range of post-family literacy options.
4. 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*

#### **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.

Exceeds Expectations +80%                      Meets Expectations 80%

Technical Assistance Required Less than 70%

#### **Program Evaluation**

The Program demonstrates high quality by meeting the following standards (check all that are met):

1. Develop an evaluation plan compliant with the Missouri FLPQs.
2. 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.
3. Use reliable and valid evaluation methods, appropriate to the program goals and objectives, to support continuous local program improvement.
4. 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 FLPQs 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.*