

COLORADO EVEN START



2004-2005 PROGRESS REPORT



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This report is available online at www.cde.state.co.us/cdecare/evenstart.htm.

COLORADO EVEN START

2004–2005 Progress Report

Prepared by Beckie Anderson
for the Colorado Department of Education

Key Findings of the 2004–2005 Progress Report

An **Even Start** family literacy program is an integrated adult education, early childhood education, and parent education program that facilitates parents and children spending time together in literacy activities. This Progress Report provides information about the thirteen (13) Colorado **Even Start** programs, and the educational and self-sufficiency gains made by the families they serve. It includes program data for the past five years collected using the *Colorado Family Literacy State Performance Measures*. The report concludes with a look toward the future for **Even Start** and family literacy services in Colorado.

For the past eight years, the Colorado Department of Education has supported a statewide evaluation of Colorado **Even Start** programs. The following evaluation findings are highlights from 2004–2005:

- Colorado **Even Start** programs met 89% of the targeted goals contained in the state performance measures. This is an increase from last year when 71% of the goals were met.
- Colorado **Even Start** programs served 422 families with 657 children.
- The percent of families with 300 hours or more of participation in **Even Start** has increased every year for the past five years, beginning with a participation rate of 36% in 2000–2001 and moving to a rate of 65% in 2004–2005.
- Of **Even Start** parents studying to pass the General Educational Development (GED) exam and teen parents working toward obtaining a high school diploma, 55% attained their goals this year. This figure is an increase from last year when the GED/diploma attainment rate was 38%.
- The average graduation rate for teen parents in **Even Start** over the past six years is 82%.

- The percent of preschoolers in **Even Start** who are enrolled in an additional early childhood education program has steadily increased over the past five years from 45% to 77%.
- This year 76% of primary-grade children in **Even Start** were reading at or above grade level, or demonstrated one year's growth in literacy skills within one year. Last year, 80% of kindergartners through third-graders met this goal.
- The U.S. Department of Education reports that 74% of poor, preschool children are read to frequently (three or more times per week) by a family member. Children in Colorado **Even Start** programs fair better. Eighty-six percent of the Colorado preschoolers in **Even Start** were read to regularly by their parents this year. The average of this state statistic for the past four years is 84%.
- Although some variation exists, five years of data show a pattern of the majority (always 72% or more) of Colorado **Even Start** parents of infants, toddlers, and preschoolers demonstrating important skills linked to educational benefits for children (Hart and Risely, 1995).

The Background of Even Start

The purpose of **Even Start**, as outlined in federal legislation, is to help break the intergenerational cycle of poverty and low literacy by providing a unified family literacy program for low-income families. **Even Start** has three related goals:

- to help parents improve their literacy or basic education skills,
- to help parents become full partners in educating their children, and
- to assist children in reaching their full potential as learners.

An analysis of 1997 population surveys conducted by the United States Census Bureau indicated that over four million families were eligible for **Even Start** services, when the age of children in the household and the educational attainment of the parents were considered.

Almost two million of these families were living in poverty (U.S. Department of Education, *No Child Left Behind: A Desktop Reference*, 2002).

Even Start is funded through the U.S. Department of Education under the No Child Left Behind Act, Title I. Title I is the largest federally funded program designed to provide educational services for preschool, elementary, and secondary students. **Even Start**, which is Part B, Subpart 3 of Title I, is a small program compared to all other Title I services (Refer to *Guidance for the William F. Goodling Even Start Family Literacy Program: Part B, Subpart of Title I of the Elementary and Secondary Education Act [ESEA]*, 2003). In Colorado, funding for **Even Start** is approximately three percent (3%) of the state's allocation for Title I.

National funding for **Even Start** this year totaled \$247 million. These funds were allocated to state governments and distributed to local programs through competitive grants. In Colorado, **Even Start** is administered by a state coordinator, housed in the Center for At-Risk Education at the Colorado Department of Education.

Even Start Leads to Children's Improved Academic Performance

In the spring of 2002, a follow-up study of the Trinidad State Junior College **Even Start** Program (Anderson, 2003) was conducted to determine the long-term effects of this Colorado program. The fifteen families in the study averaged 138 hours of program participation and had been out of the program for an average of 3.5 years. Of the mothers in the study, eleven were Hispanic, two were Anglo, one was Navajo, and one Filipino. Fifteen **Even Start** children's classroom teachers provided information about them and fifteen randomly selected classmates.

Children in the **Even Start** families performed at higher education levels than their peers. Their classroom teachers assessed their progress along with the progress of randomly selected classmates (comparison children).

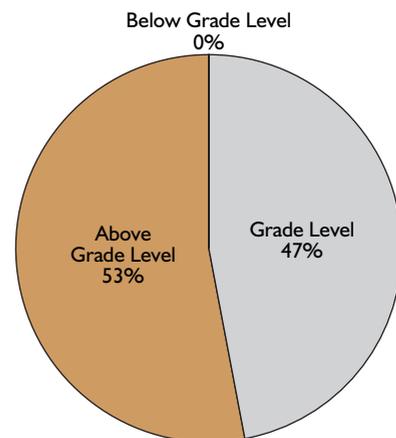
- **Over half of the Even Start children were reading above grade level (53%),** and the remaining were reading at grade level (47%).

- Less than one-third (28%) of comparison children were reading above grade level, 44% read at grade level, and 28% were reading below grade level (Refer to Chart 1).

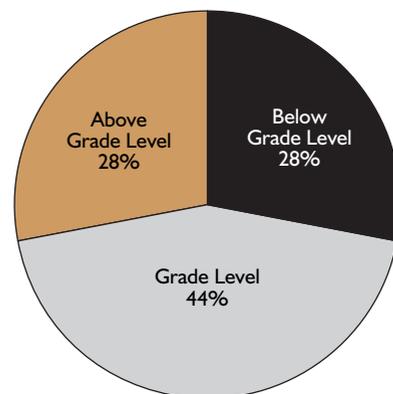
- **Teachers cited Even Start children as having strengths in reading, writing, and listening twice as often as comparison children.**

Teachers also rated the **Even Start** children higher than comparison children in classroom behavior, motivation to learn, and overall academic performance.

Chart 1: Reading Levels of Even Start Children



Reading Levels of Comparison Children



Even Start Builds Parent Involvement

One of the goals of **Even Start**, as outlined in legislation, is to help parents become full partners in educating their children. According to the U.S. Department of Education (2002), “Parents play a critical role in the language and intellectual development of their children. Children who have parents who talk to them and who read to them have an important advantage” (p. 31). Data from a number of states demonstrate **Even Start**’s impact on parents’ behavior toward their children’s education.

In Pennsylvania’s family literacy program evaluation (Weirauch, Grinder, VanHorn, Grumm, and Hauke, 2002), researchers reported that parents were more engaged in their children’s education as a result of being in the program. According to results obtained from the Parent–Child Literacy Activities Checklist, parents when post-tested indicated that they were significantly more likely to have participated in the following activities than they had been when pre-tested: reading to their child, having their child read to them, encouraging the child to read for fun, and taking the child to a place with a large number of books (such as a library).

Pennsylvania also found that parents were significantly more involved in their children’s schooling after participating in family literacy programs. Pre-test and post-test responses on the Parent–Child Literacy Activities Checklist indicated that parents were significantly more involved in their children’s schooling in ways such as volunteering in their child’s school, talking with their child about school, and speaking with their child’s teachers.

These findings mirror those documented in a New York evaluation (2001) which concluded that **Even Start** helped parents to support their children’s success in school. Also, a continuing motivation to stay in **Even Start** was linked to the mothers’ commitment to their children’s success in school. Likewise in a Massachusetts evaluation for **Even Start**, Early Childhood Associates (2003) found that over 70% of families demonstrated significant changes in all variables associated with children’s learning and development.

The mothers in the *Colorado Even Start Follow-up Study* (Anderson, 2003) actively participated in their children’s learning.

- Teachers described **Even Start** parents as involved in their children’s education 21% more frequently than comparison parents.
- Eighty percent of mothers in the study said that they read more to their children or encouraged them to read more as a direct result of participation in **Even Start**.
- One hundred percent of the mothers reported reading to their children regularly, 92% provided their children with regular homework help, and 77% volunteered in their children’s classrooms.

Even Start parents in Texas (Seaman and Chen, 2005) recounted helping their children with learning activities, homework, and reading to their children more than before they were enrolled in the program. Prior to participating in **Even Start**, 40% of parents reported that they *helped their children with homework one-to-two times a week*. In follow-up telephone surveys, 48% of parents described assisting their children with homework *five times per week* after being in the program. Of these same parents, 49% reported *reading to their children once or twice a week* before enrolling in **Even Start**; after their involvement in the program, the same percentage of parents (49%) indicated that they read to their children *five times a week*.

Even Start Supports the Colorado Preschool Program (CPP)

Colorado **Even Start** extends resources to and works with other programs to foster parent involvement in schools. Specifically, **Even Start** interfaces with the Colorado Preschool Program and Title I.

At the state level, the **Even Start** State Coordinator works closely with staff from the Colorado Preschool Program (CPP). All Colorado Department of Education (CDE) staff members overseeing services for young children meet weekly to strategize about state policies, potential collaborations, and best practices for improving early childhood education services.

Local **Even Start** programs collaborate with local Colorado Preschool Program services. **Even Start** assists in building parent involvement in CPP classrooms. In some cases, **Even Start** staff and CPP staff actually overlap.

In Durango School District 9R, the local **Even Start** Coordinator is also the district's CPP Administrator. This shared role creates benefits for children, families, and staff. **Even Start** children benefit through placement in CPP classrooms that best meet their needs. For example, because she works with both programs, the CPP Administrator/**Even Start** Coordinator has been able to hire bilingual staff for one of the CPP sites where there is a concentration of children and families who are English Language Learners. Many of these families are also enrolled in **Even Start**.

Through staff meetings, the district administrator informs CPP personnel of the purpose of **Even Start** parents' visiting in their children's preschool classes. Such communication allows CPP staff to effectively welcome and support parents' engaging in literacy activities with their children.

The Durango school district recently adopted a new curriculum for its CPP classrooms. The curriculum includes an online assessment system. Teachers input observation data onto a developmental continuum for each child. After receiving a password, parents can also access the site and view the continuum for their child. Parents are able to add their own observations. **Even Start** staff members assist parents in accessing this information as part of their computer training. **Even Start** staff can also access developmental data for **Even Start** children, and subsequently use the data to design individualized Parent and Child Together (PACT) time activities for each family.

In Aurora Public Schools, the **Even Start** program is closely aligned with CPP. All **Even Start** preschool children are enrolled in CPP classes. CPP staff members have been so impressed by the effectiveness of **Even**



Start's PACT times that the CPP program now offers all families opportunities to engage with their children in such interactive literacy activities. Parents are invited and encouraged to participate in their child's daily preschool routine. They are also invited to attend special parent and child events held throughout the year that provide parents with additional opportunities to interact with their child—families participate in art activities, play in centers, and read together. CPP staff members use these opportunities to help parents understand the importance of preschool experiences and how they can be a significant support for their children as they develop.

Two preschool program classrooms operated by the Roaring Fork Valley **Even Start** program enroll not only **Even Start** children, but also CPP children and children from tuition-paying families. These environments are bilingual classrooms which facilitate children learning English and Spanish. All parents partic-

ipate in literacy activities with their children twice a week at the beginning of each preschool session.

Even Start in Windsor benefits from the program's ongoing collaboration with the Colorado Preschool Program and with early childhood special education. Preschoolers in **Even Start** are also enrolled in either CPP or special education. All preschool teachers have Masters degrees in early childhood special education, and their classroom instruction is supported by integrated services provided by speech/language pathologists and occupational therapists.

***Even Start** is a powerful partner with the Colorado Preschool Program (CPP) in communities striving to meet the literacy needs of young children and their families. Not only does **Even Start** provide services for the siblings and parents of CPP children, but **Even Start** personnel also collaborate and share their valuable expertise with CPP staff members, as they jointly build programs that truly support Colorado's families.*

— **Lori Goodwin Bowers**

Senior Consultant, Colorado Preschool Program
Colorado Department of Education

Even Start Collaborates with Colorado Title I

Even Start is also integrally involved with Title I service delivery at the state and local levels. **Even Start** provides intensive support for enhancing parental involvement in the education of children being supported through Title I.

Training by staff from the Colorado Family Literacy Training Center (See page 8 for a description of the Training Center) was provided for district Title I directors and staff in the Denver, Roaring Fork RE-1, and Garfield RE-2 school districts, and for administrators and staff of the Northeast Board of Cooperative Education Services this year. The trainings highlighted supporting parent involvement through family literacy services. An additional training on providing interactive literacy activities for school-aged children and their parents was offered for Title I staff at the Training Center site in Colorado Springs.

Even Start programs often operate in collaboration with school-based Title I programs due to their common goals of providing educational services. In schoolwide Title I programs, where funds are used to support learning for all children, family-literacy services are typically a part of the school's redesigned education plan. This year, Colorado **Even Start** programs were an integral part of ten Title I schoolwide initiatives.

One example of a close tie between **Even Start** and Title I is the Pikes Peak **Even Start** program in Colorado Springs. Two of this program's primary partners are Colorado Springs School District Eleven and Harrison School District Two. In both districts, Title I has heavily invested in **Even Start**. The salaries of the **Even Start** site supervisors in both districts are partially paid by Title I. Title I monies provide salaries for infant/toddler staff and adult English-as-a-Second-Language (ESL) teachers at multiple sites. In District Two, the Title I-supported infant/toddler teacher also coordinates school-age interactive literacy activities for **Even Start**/Title I families. Additionally, Title I funds in both districts are used to pay salaries for staff of afternoon and evening family literacy programming.

In Aurora Public Schools, the **Even Start** program receives substantial Title I monies from the school dis-

trict. Title I contributes 35% of the operational budget and 20% of the total operational and in-kind budget for **Even Start**. These extra funds allow the **Even Start** program to serve additional families whose children qualify for Title I services.

*As a state, we need to do a better job of promoting Family Literacy as a viable strategy in schools and districts where high percentages of parents have low literacy skills, limited English proficiency, or are without a high school diploma or its equivalent. We also need to do a better job of ensuring that schools or districts consider Family Literacy as an option when allocating their Title I funds. Title I funds must be used, where appropriate, to pick up the slack for the ever diminishing **Even Start** funds.*

— **Patrick Chapman**
State Title I Director
Colorado Department of Education

Colorado Family Literacy Consortium

The Colorado Family Literacy Consortium was created in 2000 through an **Even Start** Initiative Grant as a vehicle for building state-level capacity. Even though these grant funds are no longer available, the Consortium continues to actively function.

The goals of the Colorado Family Literacy Consortium are to improve the quality of family literacy programs in the state through increased accountability measures, quality training experiences, dissemination of information, and collaboration among state agencies.

The Consortium is composed of members representing Catholic Charities, the Center for Effective Parent Involvement in Public Education, Colorado Department of Education (including Adult Education & Family Literacy, Colorado Preschool Program, **Even Start**, Library Services, Migrant Education, Migrant Education **Even Start**, Prevention Initiatives, and Title I), Colorado Department of Human Services (Colorado Works/Temporary Assistance for Needy Families {TANF}), Colorado Head Start Association, Colorado Parent and Child Foundation, Colorado Statewide Parent Coalition, Lieutenant Governor's

Office (Head Start/State Collaboration Project), Home Instruction for Parents of Preschool Youngsters (HIPPY), Metropolitan State College, Mid-Continent Research for Education and Learning, Rocky Mountain Parents as Teachers, Urban Peak, and University of Colorado at Denver.

Literacy Instruction Authorization

The Colorado Family Literacy Consortium continues to facilitate the availability of courses through the Colorado Community College Online system. Five courses are being provided: *Introduction to Adult Education Instruction; Planning, Organizing, and Delivering Adult Education Instruction; Adult Basic Education/Adult Secondary Education; Teaching English as a Second Language to Adult Learners;* and *Family Literacy in Adult Education*.

In addition to the online versions, traditional classroom courses are offered by local community colleges when there is adequate enrollment. Enrolled students receive three hours of credit for each class successfully completed. Completion of these five courses leads to receipt of an authorization in *Literacy Instruction*, a teaching credential offered by the Colorado Department of Education for adult and family-literacy educators.

An alternative means has been developed to assist educators in receiving the *Literacy Instruction Authorization*. Applicants submit a portfolio which includes documentation of professional teaching experience, coursework completed, and training/volunteer experience specific to adult education and/or family literacy. Members of a Portfolio Committee, representing the Consortium and the Colorado Department of Education, then review the application in order to grant approval of experience equivalency and/or to review transcripts to determine course equivalency, as a substitution for a class required for authorization.

Resource Materials

During the year the Colorado Family Literacy Consortium published two documents as resources for communities interested in developing family literacy programming and in sustaining such programs, once they have been implemented. The *Family Literacy Program Model* http://www.coloradoliteracy.net/download/Family_Literacy_Program_Model_Revised_07-05.pdf pro-

vides an introduction to the basics of family literacy—its philosophy, the stakeholders potentially involved, components of service delivery, scheduling of instruction, and financial budgeting. The *Sustainability Guidebook for Colorado Family Literacy Programs* http://www.coloradoliteracy.net/download/FamilyLiteracy_SustainabilityGuidebook.pdf is written for program administrators working within Colorado’s public, nonprofit, and private sectors; it “scripts an account of the journey toward family literacy programs that are dynamic, sustainable, and inclusive of the many services provided on behalf of children and families throughout the state” (p. 5). Both documents may be accessed through the Consortium’s website.

Colorado Family Literacy Training Center

This was the inaugural year in which the Colorado Department of Education and the Colorado Family Literacy Consortium supported a training site: the Colorado Family Literacy Training Center. The center advances the Consortium’s commitment to provide quality training experiences in the state.

The Family Literacy Training Center provides training and technical assistance to those interested in the field of family literacy throughout the state of Colorado. The Training Center is sponsored by the Colorado Department of Education; the Colorado Family Literacy Consortium; Pikes Peak **Even Start**; and Colorado Springs School District 11, Adult & Family Education and Title I.

During the year Center staff provided training for 348 people. Of these participants, 138 attended trainings that were hosted by the Center at its location in Colorado Springs. In addition, trainings were provided by the Center in Aurora, Boulder, Delta, Durango, Glenwood Springs, Haxtun, Lakewood, Leadville, and Pueblo.

The Coordinator of the Training Center conducted trainings for all **Even Start** staff members on the use of a new assessment, the *Parent Education Profile* (See page 24 for details about the assessment). She also facilitated professional development sessions on family literacy services within Title I programs, goal setting with families, enhancing parent involvement, component integration,

and webbes (simple books which are written, illustrated, edited, and printed by parents and children—see Condon and McGuffee, 2001).

Training Center staff members responded to 19 requests for technical assistance. These inquiries ranged from questions about program funding to questions about family literacy research. The Center also hosted 18 visitors to observe programming being implemented within Pikes Peak **Even Start**.

Colorado Family Literacy Training Cadre

An additional effort to improve the accessibility and delivery of family literacy training in Colorado was realized this year. As part of a year-long process, the Colorado Department of Education sponsored the participation of six family literacy professionals in the National Center for Family Literacy's (NCFL) Certified Trainer Program. The program prepares participants to conduct NCFL's *Foundations in Family Literacy* training, which is the beginning point of NCFL's Impact System for Family Literacy Professional Development. The three-day *Foundations* training provides a research base for understanding and delivering the four components of a family literacy program (Information about the National Center for Family Literacy may be accessed on NCFL's website at <http://www.familit.org/>).

Those from Colorado who participated in the Certified Training program are the **Even Start** State Coordinator, the Coordinator of Local **Even Start** Evaluations, the Migrant Education **Even Start** State Coordinator, the GED State Administrator/Adult Education Consultant, the Coordinator of the Family Literacy Training Center, and a community adult education practitioner.

The training process began when participants participated in an NCFL *Foundations* training in Colorado Springs in September. Over the next several months, participants read and studied scientific research and literature relating to the components of family literacy. Regular conference calls were held as a forum to discuss the readings.

In December participants gathered in Denver for a week of practice using the *Foundations* curriculum. Afterward participants each conducted two mini-trainings in vari-

ous locales across the state, utilizing materials from the *Foundations* curriculum. A final week in Phoenix involved pairs of participants presenting full sections of the curriculum in half-day sessions in order to simulate the entire three-day training. Participants were video taped, and NCFL training supervisors provided feedback about individual training content and technique.

The final step in the certification process was to conduct actual *Foundations* trainings, observed by NCFL training supervisors. Supervised trainings were offered in Delta and Lakewood in the spring of 2005, as well as in Louisville, Kentucky where NCFL is headquartered.

The Certified Trainers will offer regular *Foundations in Family Literacy* trainings in the state, providing Colorado with timely, accessible, and affordable professional development for new program staff and others interested in family literacy.

Colorado Even Start Programs

The most common type of **Even Start** program in Colorado is a center-based program in a location, such as a school, where families come to participate. A typical session includes instruction time for parents in adult basic education (ABE), General Educational Development (GED) exam preparation, English as a Second Language (ESL) classes, or job-skills training. Parents also participate in parenting education and support activities. During adult education, the children are involved in an early childhood education (ECE) component. Early childhood options range from children learning and interacting in a preschool setting to 'homework help' for children in the primary grades. At some point during the session, children and parents come together for literacy activities in a component referred to as Parent and Child Together (PACT) time or interactive literacy. This often takes place in the early childhood room with activities initiated by the children. Sessions are usually held several times a week.

Colorado **Even Start** staff make regular home visits to provide individualized literacy activities that address the unique needs of each family. Home visits are integrated

with center-based programming and are typically scheduled once a month.

Even Start programs may serve teen parents enrolled in high school. Teen parents often take parenting classes from **Even Start** personnel for high-school credit. PACT can be part of these classes or part of home visits. Adult education is obtained through the high school courses in which the teen parent is enrolled.

Staff Qualifications

Even Start staff members are required to meet qualifications as outlined in federal legislation and further delineated by state policy. In all cases, programs are encouraged to hire the most highly qualified staff available.

Colorado **Even Start** program administrators (usually referred to as program coordinators) are required to have earned a minimum of an associate's degree; to complete the *National Center for Family Literacy's Even Start Administration Training*; to participate in specific ongoing professional development activities, such as national training and quarterly professional development meetings; and to participate in the statewide evaluation process.

Adult education instructors must have earned a minimum of an associate's degree and obtained the Colorado Department of Education's *Literacy Instruction Authorization*. Early childhood instructional staff members must have earned a minimum of an associate's degree in early childhood education. Because all **Even Start** early childhood facilities [child-care centers, family child-care homes, and/or preschools] must be licensed through the *Office of Child-Care Services in the Colorado Department of Human Services (OCCS/CDHS)*, individual early childhood staff may substitute OCCS/CDHS certification in their specific positions for a college degree.

All parent educators must have earned a minimum of an associate's degree. In order to expand the number of highly qualified, bilingual individuals who are supporting **Even Start** families, the *Colorado Family Literacy Consortium* has set policy that individual parent educators may substitute certification through the *Home Instructional Program for Parents of Preschool Youngsters (HIPPPY)* or *Parents as Teachers (PAT)* for a college degree.

Colorado Basic Literacy Act

In 2004, the Colorado State Legislature revised the Colorado Basic Literacy Act, originally enacted in 1996. According to the requirements of this act, Individual Literacy Plans (ILPs) must be formulated jointly by parents, teachers, and administrators for children in the primary grades (K–3) who are not reading at grade level. **Even Start** personnel across the state are assisting school districts with the development of ILPs. When **Even Start** children are not reading at grade level, **Even Start** programs become part of the resources delineated in an action plan.

Program Descriptions

During 2004–2005, the thirteen Colorado **Even Start** programs operated sites in Aurora, Avondale, Boulder, Center, Colorado Springs, Cortez, Denver, Durango, Glenwood Springs, Greeley, Lafayette, Lamar, Leadville, Monte Vista, Rifle, Trinidad, Waverly, and Windsor.

Aurora Public Schools provided an **Even Start** program for the fourth year. Classes are held at the district's Child Development Center. A new assessment of preschoolers' oral language development, the Ideal Proficiency Test (IPT), was used this year. Results showed 36% of **Even Start** children progressed one level, 31% progressed two levels, and 21% progressed three levels in language development.

The Boulder Valley Family Literacy Program has received an **Even Start** grant for four years. In alliance with Boulder County Head Start, the program serves families in two elementary schools in Lafayette and Boulder. This year, one of the program's site coordinators was a finalist for the Toyota Family Literacy Teacher of the Year award. Additionally, a parent in the program was named the Colorado Adult Education Professional Association (CAEPA) Student of the Year.



Pikes Peak **Even Start** (formerly El Paso County Centers for Family Learning), the Colorado Springs program, has received **Even Start** funding for nine years. Community Partnership for Child Development (Head Start and the Colorado Preschool Program) collaborates with El Paso County School Districts 2 and 11 and with the El Paso County Department of Human Services to implement the grant. Together these partners operate six family-literacy sites. A new site is located at the Lorraine Community Center in El Paso County School District 8.

The Pinon Project in Cortez has completed its seventh year of providing **Even Start** services. Working in partnership with the Adult Education Program of the Southwest Board of Cooperative Education Services, the Project provides **Even Start** programming in two locations. A new program site opened this year at the Southwest Open School (SWOS), a charter, alternative high school. Twelve parents who were enrolled in SWOS and their children participated in **Even Start**.



Metropolitan State College of Denver: Families Learning Together at Remington **Even Start** has served families for the past seven years. Services are provided at Remington Elementary school, a Title I school-wide program, in north Denver near Quigg Newton Homes, a federal housing project. This year, 86% of program parents achieved their adult education goal of improving their English skills by advancing at least one level, as measured by the Comprehensive Adult Student Assessment System (CASAS).

Durango School District 9R completed its fourth year of an **Even Start** grant in cooperation with Fort Lewis College and the Durango Adult Education Center. Families were served in new classroom space, designed specifically for family literacy instruction, at three elementary

schools: Animas Valley, Park, and Florida Mesa. The new classrooms were a particularly welcomed change at Florida Mesa where the program had been previously located in a facility across the highway from the school.

South Central Board of Cooperative Education Services (SCBOCES) and Pueblo School District 70 have offered an **Even Start** program for four years at Avondale Elementary School. In addition to serving **Even Start** families, the program provided services for adults through its partnership with the Adult Education and Family Literacy program, and for migrant families through its partnership with Migrant Education **Even Start**.

Colorado Mountain College (CMC), based in Glenwood Springs, in partnership with Roaring Fork School District RE-1 and Garfield School District RE-2, has operated an **Even Start** program for eight years. Program sites are at Glenwood Springs Elementary, Yampah Alternative High School, CMC Center in Rifle, and Wamsley Elementary in Rifle. The program was commended by *Kids*

First this year for employing nearly all bilingual/bicultural staff in its early childhood centers in Glenwood and Rifle.

Lamar Public Schools provided an **Even Start** family literacy program for the third year in cooperation with the Prowers County Department of Human Services. Programming is offered at Lamar Community College, Lincoln Elementary School, and the Welcome Home/Head Start Early Childhood Center. Preschool children enrolled in the Lincoln Head Start this year participated in an extended day program from 8:30 AM to 2:00 PM five days a week.

Lake County Public Schools completed its third year of operating an **Even Start** program in Leadville. In part-

nership with the Lake County Public Library, the **Even Start** program serves families at West Park Elementary and The Center/Pitts Elementary. This year the infant/toddler classroom hours were increased three-fold to accommodate parents' adult education and PACT schedules.

The San Luis Valley **Even Start** Program has provided family literacy services for seven years. The Monte Vista School District, in conjunction with the Alamosa campus of Trinidad State Junior College, collaboratively works with SLV Welfare Advocates and the Immigrant Resource Center to support this initiative. Program services are offered in Center, Monte Vista, and Waverly. The program in Center was offered at the new Migrant and Seasonal Head Start facility administered by Otero Junior College. Through the Language Project (developed by a consortium of five agencies including **Even Start**), five additional conversational English classes were made available to families in the Valley.

Trinidad State Junior College **Even Start**, located in Trinidad, has operated an **Even Start** program for twelve years. In cooperation with Las Animas County School District 1, it serves families at Trinidad State Junior College (TSJC). Based on a decision of the TSJC administration, 2004–2005 is the last year in which the college will provide **Even Start** services. During the past 12 years, the program has served more than 250 families, including 52 adults who passed the GED examination.

The Windsor Family Literacy Program has been supported with **Even Start** funding for eight years. Headed by the Windsor School District (Weld County School District RE-4), the program operates with Right to Read of Weld County. Families are served at two schools in Windsor and one in Greeley. The Greeley program, at Cameron Elementary, provides evening classes. The Windsor program also serves teen parents and their children. **Even Start** preschool children in Windsor benefit from the program's ongoing collaboration with the Colorado Preschool Program and with early childhood special education. Teachers have Masters degrees in early childhood special education, and their classroom instruction is supported by integrated services provided by speech/language pathologists and occupational therapists.

Evaluation of Colorado Even Start

Two levels of evaluation of Colorado **Even Start** programs have been in place for the past eight years. First, the Coordinator of Local **Even Start** Evaluations and local program coordinators conduct reviews of individual programs, focusing on quality of service delivery. Second, programs collect data on the accomplishments of their families. These outcomes, including data for the **Colorado Family Literacy State Performance Measures**, are aggregated for an analysis of state-level impact.

Local Program Evaluations

The following question guides the evaluation of local programs, which is coordinated through a statewide system:

- How can **Even Start** programs effectively support family gains in literacy and self-sufficiency?

Programs receive an evaluation visit on an every-other-year schedule. Peer assistance teams are a key feature of local evaluations. These three-member teams consist of the independent evaluator and a coordinator from each of two other **Even Start** programs in the state. Coordinators from **Even Start** programs not receiving a local evaluation visit participate twice as members of a peer assistance team. The same evaluator coordinates these teams and serves as a team member for each local evaluation.

The main activity of the peer assistance teams is a two-to-three-day site visit. During the visit, team members observe classes and activities in each of the four program component areas. Team members lead focus groups with parents, staff members, and collaborators.

The *Guide to Quality: Even Start Family Literacy—Program Implementation and Continuous Improvement, Volume I, Revised* (RMC Research Corporation, 2001) is used as a key document in the local evaluation process for defining standards of effective **Even Start** programs. In consultation with the evaluator, staff members identify two or three areas from the guide on which they wish to focus the evaluation. One area is required to align with indicators of the state performance measures, on which the program has achieved low outcomes. The other areas

may be either strong program components or other topics of concern, that may or may not be reflected by data obtained through the use of the performance measures.

Program staff members complete the *Guide to Quality's* self-assessment in the chosen areas prior to the team's visit. Peer assistance team members complete the same assessments at the end of the site visit. Based on the observations, focus groups, and assessment results, team members develop commendations and recommendations for the program. These are presented and discussed during a final meeting with the program staff.

Programs that are not being evaluated by peer assistance teams also receive site visits. The **Even Start** State Coordinator conducts these visits. This structure provides an opportunity for the State Coordinator to review the program staff's progress in responding to the recommendations from the previous year's evaluation.

Colorado Statewide Even Start Evaluation Results

National evaluation reports on **Even Start** consistently show that **Even Start** programs serve the intended population: undereducated, low-income families. Statistics provided by the **Even Start** Office at the U.S. Department of Education show that, in program year 2000–01, the approximately 50,000 families served through **Even Start** had the following characteristics:

- 84% of families were at or below the federal poverty level.
- 84% of parents did not have a high school diploma or GED.
- 44% of parents had not progressed beyond the 9th grade.

This report reviews the changes experienced by Colorado **Even Start** families but does not suggest that **Even Start** is the sole reason for these changes. Numerous supports, formal and informal, work together for families. It is beyond the realm of this document to address all factors influencing Colorado **Even Start** families. Changes and progress reported here are based on a family's participation in **Even Start** as one aspect of support in their lives.

Quotes from **Even Start** parents in the following sections are excerpted from conversations held during focus groups conducted as part of the local program evaluation visits in 2004–2005.

Colorado Even Start Progress Report

The following questions guided the design of the *Colorado Even Start Progress Report*. They are based on the legislative goal of **Even Start** to expand educational opportunities for families and to break the cycle of poverty.

- What educational gains did adults make?
- What educational gains did children make?
- What parenting goals were met?
- What self-sufficiency gains did families achieve?

To provide useful information to the state Department of Education and the local programs themselves, the report also addresses these questions:

- How many families were served?
- What was the cost of serving these families?
- How often did families attend **Even Start** programming?

Program staff submitted data in July of 2005 for families served during the 2004–2005 program year. For the purposes of completing the data collection forms, program staff counted only those families who participated in 30 hours or more of **Even Start** programming. This total includes a minimum of seven hours of participation in each of the **Even Start** core services: adult education, early childhood education, parent support, and parent/child interaction. The 30-hour threshold increases the likelihood that program effects are, in fact, being measured. Program staff members select their own assessment instruments for measuring developmental levels of infants, toddlers, and preschoolers.

In order to assess progress on achieving state performance measures, program staff also followed outcomes for families who participated in 300 or more hours of **Even Start** services and in 100 hours of adult education. APPENDIX A—*Colorado Even Start 2004–2005 Progress Report Data Collection Form* is a copy of the actual protocol for 2004–2005 and includes data totals from the 13 **Even Start** programs.

Colorado Family Literacy State Performance Measures— Outcomes

Even Start legislation requires states to develop and implement performance measures as indicators of program quality. Local **Even Start** coordinators in Colorado assisted in drafting and piloting performance measures for two years, before the state subsequently adopted them. The measures, approved by the Commissioner of the Colorado Department of Education, were revised in 2003 and are being used for purposes of monitoring, evaluation, and program improvement.

Colorado's performance measures address program quality, adult literacy, children's literacy, parenting education, and family self-sufficiency. Benchmarks for performance are goals family-literacy staff members across the state use while working with families. The following table details outcomes of performance indicators for the past five years. A copy of the entire *Colorado Family Literacy State Performance Measures* document is included in APPENDIX B.

Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002	State Outcome 2002–2003	State Outcome 2003–2004	State Outcome 2004–2005
1.1 One hundred percent of programs will provide four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable change in families, as measured by local evaluation and monitoring visits.	100% of programs provided four components	100% of programs provided four components	100% of programs provided four components	100% of programs provided four components	100% of programs provided four components
1.2 One hundred percent of programs will offer year-round services, as measured by program records.	Average = 42 weeks	Average = 42 weeks	Average = 40 weeks	Average = 42 weeks	Average = 42 weeks
1.3 One hundred percent of programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy Plans (ILPs) for primary-grade children who are reading below grade level, as measured by local evaluation and monitoring visits, and by program records.	92% partnered with Title I 75% assisted with ILPs	93% partnered with Title I 93% assisted with ILPs	100% partnered with Title I 100% assisted with ILPs	92% partnered with Title I 92% assisted with ILPs	92% partnered with Title I 100% assisted with ILPs
2.1 After 100 hours of participation in the adult education program, 75% of parents will achieve their short-term education goals outlined in their family education plan, as measured by staff assessment.	79% achieved education goals	86% achieved education goals	87% achieved education goals	80% achieved education goals	89% achieved education goals
2.2 After 100 hours of participation in the adult education program, 75% of parents in the ABE/ASE program will progress through one level, as measured by CASAS or TABE scores, or demonstrate adequate yearly progress as measured by appropriate assessment.	84% progressed through one level	91% progressed through one level	90% progressed through one level	87% progressed through one level	81% progressed through one level
2.3 After 100 hours of participation in the adult education program, 75% of parents in the ESL program will progress through one level, as measured by Oral BEST, BEST PLUS, or CASAS scores.	76% progressed through one level	85% progressed through one level	88% progressed through one level	85% progressed through one level	87% progressed through one level
2.4 After 100 hours of participation in adult education, 50% of parents in the ASE program will pass the GED exam, or high school seniors will earn a high school diploma, as measured by program records.	44% passed the GED exam or received a high school diploma	34% passed the GED exam or received a high school diploma	48% passed the GED exam or received a high school diploma	53% passed the GED exam or received a high school diploma	65% passed the GED exam or received a high school diploma

Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002	State Outcome 2002–2003	State Outcome 2003–2004	State Outcome 2004–2005
2.5 After 100 hours of participation in adult education, 60% of eligible parents seeking to enroll in higher education or training, with access to financial aid, will enroll, as measured by program records.	87% enrolled in higher education or training	58% enrolled in higher education or training	84% enrolled in higher education or training	89% enrolled in higher education or training	78% enrolled in higher education or training
3.1 After 300 hours of family participation in the program, 75% of parents will achieve parenting goals according to their family education plans, as measured by staff assessment.	95% achieved parenting goals	84% achieved parenting goals	90% achieved parenting goals	86% achieved parenting goals	95% achieved parenting goals
3.2 After 300 hours of family participation in the program, 85% parents with infants will demonstrate sustained use of simple verbal stimulation, frequent eye contact, and responsiveness to child's cues and language attempts, as measured by staff assessment.	NA	100% provided verbal stimulation for infants	82% provided verbal stimulation for infants	89% provided verbal stimulation for infants	97% provided verbal stimulation for infants
3.3 After 300 hours of participation in the program, 85% of parents with infants will provide sustained exposure to age-appropriate books, as measured by staff assessment.	NA	100% exposed infants to books	87% exposed infants to books	83% exposed infants to books	88% exposed infants to books
3.4 After 300 hours of participation in the program, 85% of parents with toddlers will participate in sustained, frequent, and complex verbal interactions, as measured by staff assessment.	NA	96% provided verbal stimulation for toddlers	74% provided verbal stimulation for toddlers	85% provided verbal stimulation for toddlers	90% provided verbal stimulation for toddlers
3.5 After 300 hours of participation in the program, 85% of parents with toddlers will provide involvement in sustained, active, shared reading of a variety of high quality books, as measured by staff assessment.	NA	100% read with toddlers	90% read with toddlers	97% read with toddlers	95% read with toddlers
3.6 After 300 hours of participation in the program, 85% of parents with preschoolers will participate in sustained, frequent, and complex verbal interactions, as measured by staff assessment.	NA	96% provided verbal interaction with preschoolers	79% provided verbal interaction with preschoolers	83% provided verbal interaction with preschoolers	87% provided verbal interaction with preschoolers
3.7 After 300 hours of participation in the program, 85% of parents with preschoolers will provide involvement in sustained, active, shared reading of a variety of high quality books, as measured by staff assessment.	NA	96% read with preschoolers	72% read with preschoolers	90% read with preschoolers	92% read with preschoolers
3.8 After 300 hours of participation in the program, 85% of parents with primary-grade children will participate in sustained homework help, as measured by staff assessment.	91% provided homework help	88% provided homework help	86% provided homework help	75% provided homework help	90% provided homework help
3.9 After 300 hours of participation in the program, 80% of parents with primary-grade children will demonstrate sustained school involvement, as documented by school records and staff assessment.	87% were involved with school	85% were involved with school	83% were involved with school	75% were involved with school	85% were involved with school

Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002	State Outcome 2002–2003	State Outcome 2003–2004	State Outcome 2004–2005
3.10 After 300 hours of participation in the program, 85% of parents with primary-grade children will participate in sustained, active, shared reading, as measured by staff assessment.	91% read with primary-grade children	87% read with primary-grade children	85% read with primary-grade children	80% read with primary-grade children	83% read with primary-grade children
4.1 After 300 hours of family participation in the program, 85% of preschool-age children will be functioning at age-appropriate levels of development; or preschoolers will demonstrate one year's growth in reading readiness skills within one year, as measured by age-appropriate assessment instruments.	86% of preschoolers were at age-appropriate levels	93% of preschoolers were at age-appropriate levels	89% of preschoolers were at age-appropriate levels	92% of preschoolers were at age-appropriate levels	89% of preschoolers were at age-appropriate levels
4.2 After 300 hours of family participation in the program and 90% school attendance, 80% of primary-grade children will be reading at grade level [and will not be placed on Individual Literacy Plans]; or primary-grade children will demonstrate one year's growth in literacy skills within one year, as measured by age-appropriate assessment instruments.	85% of primary-grade children were reading at grade level	86% of primary-grade children were reading at grade level	96% of primary-grade children were reading at grade level	80% of primary-grade children were reading at grade level	84% of primary-grade children were reading at grade level
4.3 After 300 hours of family participation in the program, 80% of primary-grade children with an Individual Literacy Plan at the beginning of the school year will demonstrate one year's growth in literacy skills within one year as measured by age-appropriate assessment instruments.	NA	NA	NA	68% with an ILP made one year's growth	85% with an ILP made one year's growth
4.4 After 300 hours of family participation in the program, 75% of primary-grade children will attend public school 90% of the time, as documented by school records.	54% had high attendance	69% had high attendance	71% had high attendance	76% had high attendance	81% had high attendance
4.5 After 300 hours of family participation in the program, 90% of primary-grade children will be promoted to the next grade level, as documented by school records.	100% were promoted	97% were promoted	97% were promoted	92% were promoted	99% were promoted
5.1 After 300 hours of participation in the program, 75% of parents will achieve self-sufficiency goals according to their family education plan, as documented by program records and staff assessment.	81% achieved self-sufficiency goals	80% achieved self-sufficiency goals	85% achieved self-sufficiency goals	83% achieved self-sufficiency goals	92% achieved self-sufficiency goals
5.2 After 300 hours of family participation in the program, 50% of parents seeking employment will obtain a job, as documented by program records.	NA	NA	NA	72% obtained a job	82% obtained a job
5.3 After 300 hours of family participation in the program, 40% of employed parents will hold a job for six months during the program year, as documented by program records.	NA	NA	NA	45% held a job for six months	61% held a job for six months

Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002	State Outcome 2002–2003	State Outcome 2003–2004	State Outcome 2004–2005
5.4 After 300 hours of family participation in the program, 25% of employed parents will improve their employment status, as documented by program records.	33% improved job status	38% improved job status	24% improved job status	20% improved job status	16% improved job status
5.5 After 300 hours of family participation in the program, 50% of parents learning English will demonstrate a sustained use of English in the community, as measured by staff assessment.	NA	NA	63%	87% used English in the community	88% used English in the community
5.6 After 300 hours of family participation in the program, 100% of eligible parents who want to enter the military will do so, as documented by program records.	NA	No parents had goal of entering military			

Colorado **Even Start** programs met the targeted percentages for 25 of the 28 performance measures (89%). Last year, programs met 20 of the 28 targeted percentages (71%). Chart 2 provides a comparison of the percentage of performance measures met over the past five years.

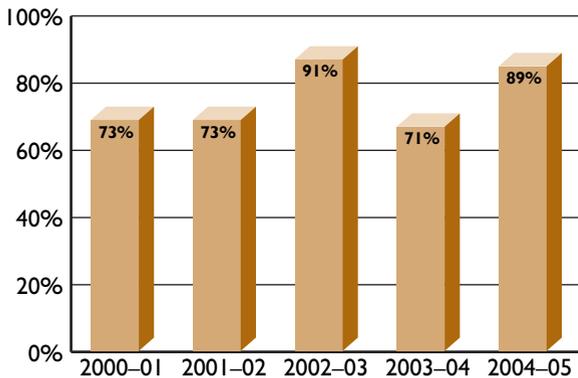
There were three unmet indicators this year. The first—1.3—was below the target of 100% because one **Even Start** program was unable to partner with its school district’s Title I program.

The second unmet goal—3.10—pertains to parents reading with their primary-grade children. The target for this indicator is 85%, whereas the outcome for this year was 83%. This figure is, however, three percentage points

higher than last year’s percentage of 80%. Last year all indicators relating to parents of primary-grade children (3.8, 3.9, and 3.10) were unmet. This year, only 3.10 was below the target.

The final unmet indicator—5.4—reflects the number of employed parents who improve their employment status by obtaining a raise, promotion, or a better job. This year 16% of employed parents improved their status. This figure is nine percentage points below the target of 25% and four points less than last year. The outcome for this indicator has dropped at least four percentage points each year for the past four years. Although adult education can improve opportunities for job advancement, attainment of this indicator is obviously tied to economic factors outside the realm of influence of a family literacy program.

Chart 2: Attainment of State Performance Indicators



Who participated in **Even Start** during 2004–2005?

Colorado **Even Start** programs served 422 families with 657 children during 2004–2005. Last year, 428 families with 647 children were served. The similarity in numbers of families served from last year to this year reflects the stability of the **Even Start** programs. There have been no changes in the general parameters of the programs funded during the past three years.

Participants this year included 416 adults (those students with at least 100 hours of participation in adult education), 132 infants, 153 toddlers, 205 preschool children, and 167 children in the primary grades (K–3). English Language Learners comprised 68% of the adults served. This figure is a 3% increase from last year when 65% of adults focused on their English skills. In 2002–2003, 60% of adults were English Language Learners.

What was the cost of serving Even Start families in 2004–2005?

During 2004–2005, the Colorado Department of Education disbursed \$1,841,039 to thirteen community collaborations to fund **Even Start** programs. Local program coordinators typically combine **Even Start** monies with other funds and in-kind donations to support their efforts. Program funding is awarded based on the proposed services, not on the actual number of families served. This year's allocation for each program reflects additional money to cover staffing costs related to implementing a new assessment (See information about the *Parent Education Profile* on page 24).

This year the average cost of serving an **Even Start** family in Colorado, based only on the state allocation of federal funds to local programs, was \$4,363. The previous two years, the average cost per family was \$4,249 and \$4,789. The average cost per family this year is \$114 more than last year's, an increase of 2.7%. In comparison, Head Start's national average cost for serving one child is \$7,222 (Head Start Bureau, 2005).

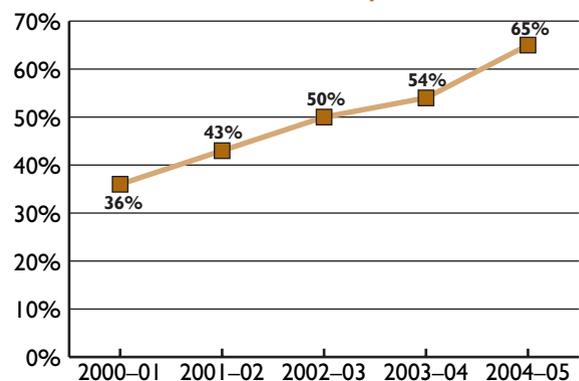
How regularly did families attend Even Start programming?

Program staff members track the attendance hours of each participating family. Once families have participated in 300 hours of service, they are included in the group of families whose successes are reported using the state performance indicators. Three hundred hours of participation reflect approximately six months of consistent

attendance, based on the state requirement that programs provide a minimum of 15 hours of service per week.

Chart 3 shows the percentage of families that attained 300 hours or more of participation each year for the past five years. The number of families with 300 hours or more of attendance shows a steady increase during this time period, beginning with 139 families in 2000–01, and moving to 237 families this year.

Chart 3: Percent of Families with 300 Hours of Participation



What educational gains did adults in Even Start make?

In the *Colorado Even Start Follow-up Study* (Anderson, 2003) family stability data, based on staff observations conducted during the period when mothers were in the program, form a picture of the families' lives. Economic factors created the majority of challenges for the mothers:

- 80% often or always had difficulty meeting their mortgage or rent payments.
- 87% experienced hardship with money management.
- 80% had employment instability.
- 67% consistently had transportation concerns.
- 80% had problems finding or keeping childcare.
- 60% often or always could not access health care or prescription drugs.

Despite their financial challenges, the mothers in the study made educational progress.

- **Eleven out of 12 of the mothers (92%) who enrolled in the program to earn a GED (General Educational Development) certificate accomplished this goal.**
- Sixty percent of the mothers enrolled in an education or training program after passing the GED exam or improving their English. Six of these mothers enrolled in higher education.
- One mother received an associate's degree and is working toward a bachelor's degree. Three mothers completed occupational specific training programs for nursing and cosmetology (p. 5).

Other states also report that **Even Start** parents improved their education. Early Childhood Associates (2003) reports that in Massachusetts over 80% of parents (both second-language speakers and native-English speakers) made significant academic gains in the areas of communication, reading, writing, and understanding children's learning.

In Oregon (Richards, Merrill, Corson, Snao, Graham, and Weber, 2001) researchers described the educational gains of **Even Start** parents as "dramatic." At program entry only three adults (out of 31) had a high school diploma or had passed the GED exam; at follow-up only four had *not* completed the GED (an attainment rate of 87%). After leaving **Even Start**, 61% of the adults had participated in some college coursework, including having obtained an Associate's degree.



Colorado **Even Start** parents say:

I can now participate in [English] conversations with my husband's coworkers.

I can now speak to my children's teachers and I am less frustrated using English in the community.

I was so afraid to go to parent/teacher conferences. This year when I went to the conferences, I understood everything the teachers said!

My adult education teacher got me to read a book to my children. I didn't think anyone could do that!

Now, I am motivated to get more education.

Parents seeking a GED or high school diploma:

Focus groups conducted as part of the **Even Start** program evaluation process reveal that many parents enroll in an **Even Start** program to improve their own education. This year, 13% of **Even Start** parents set the goal of passing the GED exam or receiving a high school diploma. The number of parents who had this same goal last year was 24%. Successfully passing the GED exam means passing five subject-focused subtests: mathematics, language arts—reading, language arts—writing, social studies, and science. Eighty-eight percent of parents studying for the GED exam advanced at least one grade level during the year.

Beginning in the 2003–2004 program year, the statistics related to passing the GED exam were determined in a new way. Prior to last year, all the parents who had a long-term goal of passing the GED exam were counted. Now, only the parents who tested at a ninth-grade level or higher (studying in Adult Secondary Education) are counted as being eligible to pass the GED exam. This change was made because passing the GED within one year is a more realistic goal for parents whose learning levels are within the secondary education range, than for adults who are functioning at lower literacy levels. The change also aligns these **Even Start** data with way the state Office of Adult Education and Family Literacy computes this statistic.

Of the 40 parents working toward passing the GED exam, 37% began taking subtests, and 42% passed the exam. This statistic is a 12% increase from last year when 30% of parents passed the exam. Of the parents working to pass the GED exam and the teen parents working toward high school graduation, 55% were successful this year. This figure is also an increase from last year when 38%

achieved their goal. By comparison, in a national study tracking students who were eighth graders in 1988 and who had dropped out of school, 63% had earned a high school credential by 2000 (U.S. Department of Education, National Center for Education Statistics, November 2004).

Teen parents participating in **Even Start** programs often are enrolled in high school. **Even Start** staff provides these parents with support to help them stay in school and graduate. This year, 85% of **Even Start** teen parents enrolled in high school remained in school. This figure increased substantially from last year when 65% of teen parents stayed in school.

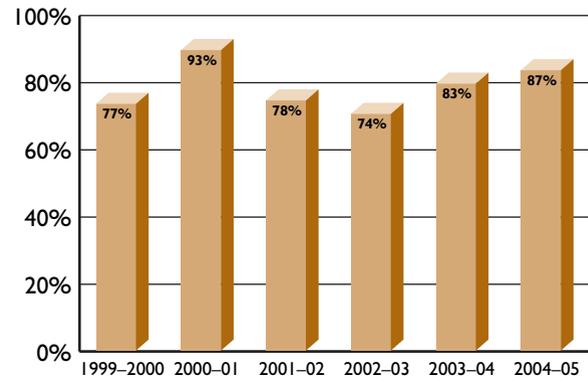
Of this year's teen parents, 16 were seniors and eligible for graduation. Fourteen of these teens (87%) graduated from high school. This rate is higher than the rates for the past two years of 83% and 74%. The average graduation rate for teen parents in **Even Start** over the past six years is 82% (See Chart 4). By comparison, in a state estimate surveying students who entered ninth grade and did not graduate four years later, 61% subsequently earned a high school credential (Colorado Children's Campaign, 2005).

Parents who are English Language Learners (ELL): This year 282 parents in **Even Start** studied to improve their English language skills. Seventy-eight percent of ELL parents progressed through one or more learning levels. Last year, 293 parents studied English, and 74% moved through at least one level.

Twelve percent of the ELL parents graduated from English as a Second Language (ESL) instruction into Adult Basic Education (ABE). This advancement in learning a second language is a significant step. It demonstrates that the parents' language skills have become strong enough that they can begin to learn in English. Last year 19% of ELL parents moved to ABE.

Parents who enrolled in vocational training or higher education: Enrolling in higher education is considered a meaningful step toward breaking the cycle of poverty. Of the parents eligible for higher education this year, 78% continued their learning by enrolling in college or a vocational training program. Nationally, 57% of 25- to 29-year-olds completed at least some college (U.S. Department of Education, 2005).

Chart 4: Teen Parent Graduation Rates



What educational gains did children in **Even Start** achieve?

In a follow-up study of nine **Even Start** programs in Texas (Seaman, 2004), parents reported that their children had improved in school by earning better grades, improving their attendance, and learning English.

Colorado **Even Start** parents say:

My son's grades were really low and he has pulled his grades up since being in the program.

My son was having trouble with reading and writing. Since having a reading buddy through the program, he is less frustrated.

I realized that my son was throwing away his math papers because he did not understand subtraction. The staff helped him learn subtraction.

My child (toddler) is learning to be patient and to take turns.

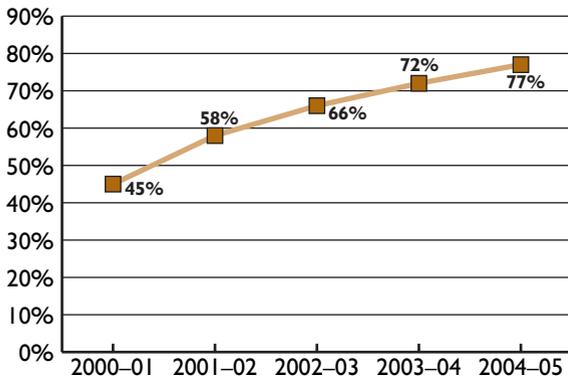
My child (toddler) used to fight in his classroom. Now, he is sharing and not hitting.

Infants and toddlers: This year, 95% of infants and 97% of toddlers participating in **Even Start** were functioning at age-appropriate levels of development. Last year 91% of infants and 86% toddlers were at age level.

Preschoolers: This year, 86% of **Even Start** preschoolers were functioning at age-appropriate levels of development. Figures from the previous two years were 88% and 83%.

Even Start personnel identify the number of preschoolers enrolled in early childhood education programs. This year 77% of all **Even Start** preschool-aged children were enrolled in early childhood education programs, in addition to the early childhood services provided by **Even Start**. This rate is higher than national statistics for preschool enrollment. The U.S. Department of Education (*The Condition of Education 2000–2004*) reports that 56% of all three- to-five-year-olds (pre-kindergarteners) were enrolled in early childhood care and education programs in 2001. Last year, 72% of Colorado **Even Start** preschoolers were enrolled in additional early childhood education programs. Chart 5 presents the changes in preschool enrollment over the past five years.

Chart 5: Preschoolers Enrolled in Additional Early Childhood Education Programs



Primary-grade (K–3) children: School attendance is one predictor of school success. Ninety-five percent of **Even Start** children in the primary grades attended school 80% or more of the time. Last year, 79% of **Even Start** children attended 80% or more.

This year, 99% of **Even Start** children in the primary grades (K–3) were promoted to the next grade level. This statistic has remained high for eight years, always 89% or above. Results of a statewide evaluation of Pennsylvania family literacy programs (Weirauch, et al., 2002), showed that 89% of children in that state were promoted. In comparison, national statistics show that 87–90% of children in low-income families are promoted (Wertheimer, 2003) and that 87% of Hispanic children are promoted (U. S. Department of Education, *Status and Trends in the Education of Hispanics*, 2003).

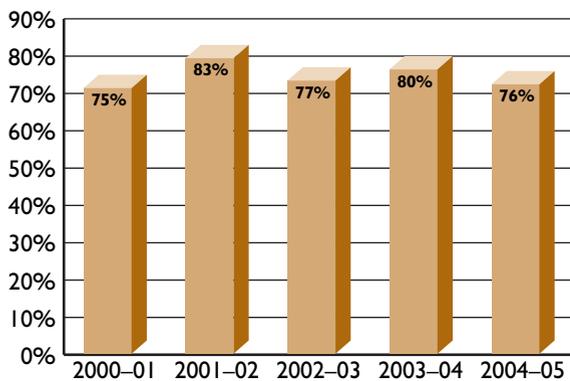
Even Start personnel supported those children in their programs who had Individual Literacy Plans (ILPs). The public schools are required to facilitate development of literacy plans for children who are not reading at grade level. Thirty-six percent of all primary-grade children served through **Even Start** had ILPs in 2004–2005. This statistic is slightly higher than last year when 34% had ILPs. Some school districts automatically place children on ILPs, regardless of their reading ability, if English is not their first language. Three **Even Start** children successfully attained all of their goals during the year and were removed from the ILP process.

Children whose families participate in **Even Start** are automatically eligible for Title I services through their schools. Typically, these services include support in reading and math. Many of the elementary schools that Colorado **Even Start** children attend have schoolwide Title I programs; such a designation means that individual children are not categorized as needing support services. Instead, all children in the school receive the benefit of Title I funds (e.g., Title I funds may be used to hire additional teachers for classrooms, to provide professional development, and/or to provide additional resources and materials).

The other method for providing Title I services in a school is referred to as targeted assistance. With this method, individual children are identified as needing additional support, and services are provided only to the eligible students. Of the **Even Start** children attending targeted-assistance schools this year, 23 children did not receive services. Last year, 27 were *not* identified as needing Title I services.

For the fifth year, data were gathered on how many of the primary-grade children were performing at or above grade level or demonstrated one year’s growth in literacy skills within one year. Results show that 76% of **Even Start** children belonged in this category, compared to 80% last year (See Chart 6 for a five-year comparison of this statistic). In a statewide evaluation of **Even Start** programs in Massachusetts (Early Childhood Associates, 2003), two-thirds of elementary age children were reading on grade level.

Chart 6: Primary-Grade Children Performing at Grade Level or Demonstrating One Year's Growth



What parenting goals did Even Start participants meet?

In a longitudinal case study of ten **Even Start** families in New York (New York State **Even Start** Family Literacy Partnership, 2001), researchers concluded that programs were

successful in helping families take responsibility for their own growth and learning—an incredible achievement given that many high poverty adults often have low or unrealistic expectations of themselves and their children, and also limited understanding of the possibilities for their future development (p. 4).

In a follow-up study of Oregon's **Even Start** families (Richards, Merrill, Corson, Snao, Graham, and Weber, 2001) researchers reported the following parent outcomes:

- Compared to the baseline sample of parents entering **Even Start**, participants in the follow-up study reported significantly higher levels of parenting confidence, parenting support, knowledge of community resources, and self-esteem.
- Nearly all parents reported improved relations with their children, including an increase in positive interactions and in quality time spent with their children.
- Parents said they are better able to communicate with their children, they provide a more structured and

consistent environment, and they use more appropriate discipline techniques with their children (p. vii).

Colorado **Even Start** parents say:

Before being in the program, I would not help my children with their homework, or I would help them a little while doing other tasks. Now, I set aside my housework and sit down with my children to help them with their work.

It was customary in my home country for fathers to shout at children and maybe hit them. I have learned from parenting classes to be patient and talk to my children.

We don't have to learn everything by trial and error; we are instructed [a teen father].

I have more patience with my daughter. Before learning about her developmental stages, I thought she was out to frustrate me.

I used to let my daughter watch a Disney video every night which seemed to agitate her. Now, I read to her and she is much calmer and sleeps better through the night.

I am a better parent because of the staff's encouragement.

I have seen many changes in my house; I talk more with my child, I know how to listen, and I am trying to read more with my child.

I hate when I have to miss this (parenting) class [a teen parent].

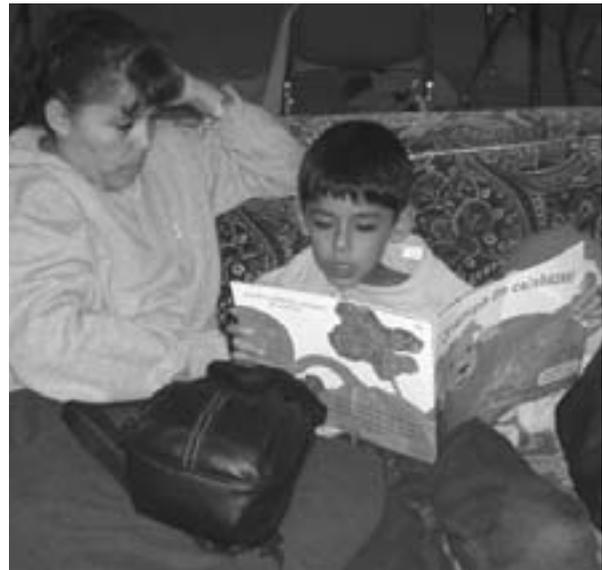
For the fifth year, program staff assessed adults' parenting skills. Desirable skills vary according to the age of the child. When referring to these goals, "sustained" means that the skill was in evidence for six months or more; staff members needed to see parents' sustained use of a skill before they considered the behavior to be fully integrated.

Parents with infants (birth to 18 months) demonstrated skills in four areas. The highest percentage of parents (93%) showed a sustained use of simple verbal stimulation, frequent eye contact, and responsiveness to children's cues and language attempts. Ninety-one percent also participated in sustained, frequent playing with, talking to, and singing to infants, as well as frequent use of children's names. Eighty-six percent of parents demonstrated an understanding of appropriate expectations of their children's language, social, emotional, and motor skills. Eighty-five percent provided their infants with sustained exposure to board, cloth, and vinyl books. All of this year's statistics for parents of infants are the same or up to 4% higher than last year's data.

With parents of toddlers, staff members identified skills in five areas. Eighty-five percent of parents demonstrated sustained participation in frequent and complex verbal interactions (e.g., asking open-ended questions, listening, and participating in imaginative play). The highest number of parents (91%) showed sustained participation in active, shared reading of a variety of high-quality books. Eighty-nine percent of parents provided simple art materials (e.g., crayons, large paper, markers) for exploring and manipulating. Sustained, regular interactions related to a child's interests were demonstrated by 83% of parents. Sustained, regular interactions related to numeracy (e.g., counting songs, rhymes, sorting games, puzzles) were evidenced by 87% of parents. All of these percentages are similar to last year's figures, ranging from one percent less to four percent more.

Preschool parents were rated in the same five skill areas as parents of toddlers. Eighty-three percent showed sustained participation in frequent and complex verbal interactions. Participation in active, shared reading was demonstrated by 86% of parents. Eighty-four percent of the parents provided simple art materials, and 83% regularly participated in interactions related to numeracy with their child. All of these figures are within 2% (+ or -) of last year's outcomes for parents of preschoolers.

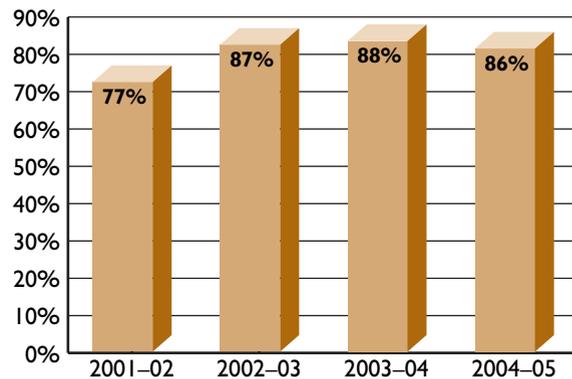
Parents of children in the primary grades (kindergarten to 3rd grade) provided evidence that they utilized skills known to facilitate children's success in school. Eighty-six percent of parents demonstrated sustained help with their children's homework. Sustained involvement with their child's school was shown by 81% of parents. Also, 80% of parents demonstrated sustained, active participation in shared reading of a variety of high-quality books. Fifty-eight percent of parents showed an understanding and ability to support their children in meeting Colorado's academic standards in reading, writing, and math. Similarly, 51% of parents demonstrated an understanding of the Colorado Student Assessment Program (CSAP), including an ability to interpret their children's scores. Finally, of the parents with children who had Individual Literacy Plans (due to reading below grade level), 82% actively participated in the home reading program outlined in the ILP. The percentage of parents participating in shared reading with their children dropped one percent this year as compared to last year. Otherwise, the



outcomes for parents of primary-grade children increased from nine to sixteen percent.

The **Even Start** data on parents reading to their children can be compared to national statistics. The U.S. Department of Education (*The Condition of Education 2000-2004*) reports that 74% of poor, preschool children are read to frequently (three or more times per week) by a family member. The Colorado **Even Start** percentage is higher than the national average, with 86% of **Even Start** parents of preschoolers observed reading with their children regularly. Chart 7 provides four years of data about percentages of parents of preschoolers demonstrating regular reading with their children.

Chart 7: Parents Reading Regularly with Preschoolers



Although some variation exists, Colorado's longitudinal data show a pattern of the vast majority of parents of infants, toddlers, and preschoolers (always 72% or more) demonstrating important skills linked to educational benefits for children (Hart and Risley, 1995). A recent report entitled *Early Child Development in Social Context: A Chart-book* (Child Trends and Center for Child Health Research, 2004) states:

The precursors of reading and writing in children (recognizing letters, understanding letter and sound relationships, and reading simple books independently), behaviors that predict later literacy skills, are strongly associated with varied and rich verbal interactions with parents, teachers and peers, as well as with strong patterns of using books in the home (p. 20).

Similarly, another longitudinal study (Gottfried, Fleming, and Gottfried, 1998) found that children living in homes which emphasized learning opportunities and cognitively stimulating activities were more academically motivated than other children.

Parent Education Profile

This year, in addition to assessing parents on the skills described in the previous section, Colorado **Even Start** programs piloted a new assessment tool—the *Parent Education Profile* (PEP). This instrument was developed by RMC Research Corporation and New York **Even Start** programs (2003) as a way to measure the growth of parents in their role as educators of their children.

The PEP has four scales which incorporate research-based parent behaviors and correlate them to learning outcomes for children. The scales cover the parent's support for the child's learning in the home environment (I), the parent's role in interactive literacy activities (II), the parent's role in supporting children's learning in formal education settings (III), and taking on the parent role (IV). Within each of these four scales there are three to five subscales which further delineate parenting behaviors. Each of the subscales has five levels, with Level 1 describing behaviors that are the least supportive of literacy development and Level 5 describing behaviors that are the most supportive.

Colorado **Even Start** programs determined that the first two scales were most relevant to the services they provide, and consequently included utilization of Scales

I and II in the pilot implementation. Staff members across the state were trained in the use of the assessment. Staff made observations and collected anecdotal records related to the parenting behaviors identified in the PEP. After compiling at least ten observations of a family, staff members of each program met as a team to determine which level of each subscale best represented the parent's typical behavior. Rationales were written for each of the assigned ratings. Assessments were made in the Fall of 2004 and the Spring of 2005 on either four or eight families, depending on the size of the program.

Data obtained through the pilot are not included in this report due to discrepancies in the way programs established baseline behaviors of parents. Next year, data from the PEP will be incorporated into the outcomes reported using the state performance measures.

What self-sufficiency gains did Even Start families make?

In the *Colorado Even Start Follow-up Study* (Anderson, 2003), parents decreased their use of public assistance. While in the program, 67% of the Trinidad families received public assistance. At the time of the follow-up interviews, 27% of those previously receiving assistance were no longer dependent on that support. Of the 40% still receiving aid, one family received full public-support including Temporary Assistance for Needy Families (TANF), food stamps, child-care assistance, and Medicaid for the children. The remaining families were receiving reduced aid such as food stamps and Medicaid for children. Seven percent of the Trinidad mothers were employed when they enrolled in **Even Start**. At the follow-up interviews, 60% were employed.

In Pennsylvania's family literacy programs (Weirauch, Grinder, Van Horn, Grumm, and Hauke, 2002), of parents who set an employment goal, 66% became employed and 79% retained employment. **Even Start** parents in Massachusetts (Early Childhood Associates, 2003) reported being more skilled at maintaining jobs or obtaining better ones as a result of the program. Over one-third of families obtained better employment, reduced their reliance on social services, registered to vote, and became citizens.

In Texas (Seaman and Chen, 2005), the number of **Even Start** parents who were employed increased by 184% following participation in the program. **Even Start** parents showed an average increase of 33% in wages earned and an average increase of 16% in hours worked after participation. Both of these increases were statistically significant. An average of 33% of families in the same Texas programs stopped their use of public assistance.

Colorado **Even Start** parents say:

I had been a stay-at-home mom for several years. After coming to this program, I got my driver's license and have had a job for almost a year.

I am bilingual, and I had been shy because I thought my pronunciation in English and Spanish was bad. I was afraid everyone in the program would make fun of me. My teacher has helped me talk.

I was depending on my husband and my niece to translate for me when I went anywhere. This was causing problems for my husband because he was missing too much work. Now, I am more confident in myself and in my English skills, and I do not need other people to translate for me.

Yesterday, my boss complimented me on my English.

We have learned so much about computers including how to use the Internet, how to write resumes, and how to write letters to our children's teachers.

Self-sufficiency, as used in this report, is defined as decreased dependence on social services (e.g., welfare) and increased independence, demonstrated mainly through gaining employment. Self-sufficiency gains made by families are viewed as steps toward breaking the intergenerational cycle of poverty.

This year, 28% of **Even Start** parents were employed prior to entering the program. Last year, the figure was 30%. By comparison, 20% of parents in the Pennsylvania Family Literacy programs were employed when they enrolled (Weirauch, et al., 2003).

In Colorado, 86% of the unemployed parents obtained a job during this program year. Last year 62% of unemployed parents found work. Beginning in 2003–2004, this statistic was computed including only those parents who had the goal of obtaining employment. Previously, the figure included all parents who were unemployed. In comparison, in Massachusetts **Even Start** programming, 22% of adults whose goal was to obtain a job did so (Early Childhood Associates, 2003).

Another characteristic of employment identified by **Even Start** programs is improvement in job status, including receiving a promotion, raise, or a different job with more desirable work conditions or benefits. This year, 13% of employed adults improved their employment status. Last year, 19% of adults improved their status.

In a related statistic, 23% of adults in **Even Start** receiving Temporary Assistance to Needy Families (TANF) payments either reduced or stopped their welfare benefits. This statistic shows a decrease from last year when 29% reduced or stopped their benefits. Although **Even Start** supports families in decreasing welfare dependency, this movement is more likely attributable to welfare reform requirements that limit the time families may receive welfare payments. Pennsylvania's Family Literacy programs again provide comparison data. Sixteen percent of the families on assistance in that state at the time of enrollment either stopped or reduced assistance after participating in the programs (Weirauch, et al., 2003).

Even Start parents made other self-sufficiency gains this year. Fifteen percent of families made improvements in their housing. Seventy-seven percent of parents increased their participation in the community (e.g., they regularly used the library, voted, obtained driver's licenses, and/or accessed other community services). Thirty-six percent of parents followed a budget for six months or longer. Ten percent obtained a car. And, five parents became U.S. citizens or gained legal residency.



Conclusion

This report highlights the involvement of **Even Start** parents in their children's education both at home and in school. This involvement begins at infancy as parents learn to stimulate their child's brain development through talking, singing, reading, and sensory-motor activities in the classroom and at home. Parents of toddlers and preschoolers continue their support through understanding how language and fine motor activities become building blocks in their child's literacy development. Finally, parents of primary-grade children are provided with a structure in which to participate in their child's education—spending time in classrooms, offering support for completing homework, and providing enrichment activities at home.

The new parenting assessment to be used by Colorado **Even Start** programs, the *Parent Education Profile*, will assist in tracking the progress parents make in their ability to foster their children's literacy development. This tool will help programs and the state **Even Start** office better articulate and document the ways in which parents' behaviors change over time as a result of participating in **Even Start**.

The benefits of parent support in the development of children's literacy skills are far reaching. Such support impacts classrooms from preschool through high school and beyond. Recent results from the National Assessment of Adult Literacy (U.S. Department of Education, Institute of Education Sciences, 2005) show that eleven million adults in the United States are not literate in English and, consequently, that they do not have the skills needed to perform everyday tasks. **Even Start** ensures that more children are growing up literate, while their parents are enhancing their own literacy development.

Steps Toward the Future

The results of this independent evaluation lead to a forceful reiteration of two recommendations previously made. The Colorado **Even Start** Annual Progress Reports have for the past eight years provided data about the successful implementation of family-literacy programming in the state. Yet, as local Colorado **Even Start** programs have increased the quality of their staffs and facilities, produced significant outcomes as evaluated by the Colorado

Family Literacy State Performance Measures, and enhanced parental involvement within Title I, Part A and the Colorado Preschool Program, federal funding has declined and state funding remains nonexistent.

- 1) The Colorado Department of Education (CDE) should fiscally support the Colorado Family Literacy Consortium's efforts to assist programs. In a time of continuing uncertainty about levels of federal funding, it is essential that the Department move from its sole reliance on **Even Start** monies for funding family-literacy programming to a fiscal approach which accesses a variety of funding options. The federal **Even Start** allocation to the state continues to be in annual jeopardy: it has gradually been reduced during the past four years, with the state slated to receive a dramatic cut of 56% in federal funding for family literacy in 2006–2007. Colorado **Even Start** does not have the resources to continue to both *enhance* existing services and *expand* programming to include new sites. The Colorado Department of Education should act on its commitment to family literacy by funding programming through means in addition to federal **Even Start** dollars.
- 2) Just as the Colorado Department of Education should allocate existing funds to support family literacy, the Colorado State Legislature should provide substantial, new funding to support the Family Literacy Education Fund. Such monies should be used to expand existing family literacy programs, develop new family literacy services, and provide ongoing professional development for family-literacy staff members.

*As local Colorado **Even Start** programs have increased the quality of their staffs and facilities, produced significant outcomes as evaluated by the Colorado Family Literacy State Performance Measures, and enhanced parental involvement within Title I, Part A and the Colorado Preschool Program, federal funding has declined and state funding remains nonexistent.*

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APPENDIX A: Colorado Even Start 2004–2005 Progress Report Data Collection Form

Program name: _____

Answers to Frequently Asked Questions:

- ✓ Parents are adult members of families participating in all four components of Even Start programming.
- ✓ The first column in each of the following data tables is for participants who have received between 30 and 99 hours (adult education), or between 30 and 299 hours (early childhood education, parenting, and self-sufficiency) of Even Start services. The second column in the data tables represents participants who have demonstrated more intensive involvement. This column denotes *parents* who have completed 100 or more hours of adult education, and denotes *families* who have completed 300 or more hours of program services. **COUNT EACH PARENT OR FAMILY ONLY ONCE IN COLUMNS 1 AND 2, BASED UPON THE HIGHEST NUMBER OF HOURS OF PARTICIPATION.**
- ✓ Once a family has completed at least 30 hours in one program year, the greater number of hours (100+ or 300+) is cumulative from previous years.
- ✓ “Sustained” means for six months or more.
- ✓ When completing the Early Childhood Education portion of this form, use the age of the child at the end of the program year or when s/he exited the program.
- ✓ The accomplishment of parenting goals is based on staff assessment.
- ✓ It is the policy of Colorado EVEN START that one hour of EVEN START home-visitation may be counted as:
 - both an hour of early childhood programming and an hour of parenting,
 - both an hour of early childhood programming and an hour of PACT {Parent and Child Together} Time, or
 - both an hour of parenting and an hour of PACT {Parent and Child Together} Time.

Such documentation is, however, activity-specific and is to be recorded on the basis of each individual visit.

How many weeks of services were offered through your program over the past year (July 1, 2004 through June 30, 2005)? **Total = 543 weeks Average = 42 weeks**

How has your program collaborated with the school district(s) serving Even Start children (check all that apply)?

12 Coordination with Title I program (please describe) _____

13 Participation with school staff in implementing Individual Literacy Plans for primary-grade children reading below grade-level _____

___ Other _____

Indicate the number of hours of service offered by the program during the year **which could be accessed by one family**. If program hours differ based on class content, average the hours. For example, if ABE/ASE class hours for the year equal 275 and ESL class hours equal 300, the hours reported would equal 287 ($275 + 300 = 575 / 2 = 287.5$).

Program Hours in Core Components

Adult Education Hours Offered (minimum required is 240)	Early Childhood Hours Offered (minimum required is 240)	Parent Support Hours Offered (minimum required is 40)	Parent and Child Together (PACT) Hours Offered (minimum required is 80)
Total = 4290 Average = 330	Total = 8703 Average = 669	Total = 1178 Average = 91	Total = 1378 Average = 106

Hours Provided by Collaborating Partner(s)

Adult Education Hours Offered	Early Childhood Hours Offered	Parent Support Hours Offered	Parent and Child Together (PACT) Hours Offered
Total = 7771 Average = 598	Total = 8612 Average = 662	Total = 892 Average = 69	Total = 659 Average = 51

ADULT EDUCATION

	Parents who received 30 to 99 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	Parents who received 100 or more hours of adult education
Total number of parents served during 2004–05	145	271
Total number of parents who met their short-term adult education goal identified in their family education plan	118	241
Total number of parents who worked on English language acquisition	94	188
Total number of parents (under 21 years) enrolled in high school	5	54
Total number of parents who participated in Adult Basic Education (those who tested at 8 th grade reading level or below)	28	34
Total number of parents who worked toward passing the GED exam (those who tested at 9 th grade reading level or above)	22	18
Total number of parents seeking and/or participating in education beyond high school (with access to financial aid as needed)	13	23

Indicate how many *English Language Learners* progressed through at least one level in 2004–05 (in each column that applies, count each parent only once under the highest level attained):

Instructional Levels for English as a Second Language*	Parents who received 30 to 99 hours of services	Parents who received 100 or more hours of adult education
Completed Beginning Literacy/Pre-Beginning ESL	8	12
Completed Low Beginning ESL	8	16
Completed High Beginning ESL	11	29
Completed Low Intermediate ESL	8	38
Completed High Intermediate ESL	15	41
Completed Advanced ESL/Bridge to Academics	6	19
Placement in Adult Basic Education (ABE)	1	8

Colorado Placement and Instructional Levels for ESL

Colorado Levels	CASAS Score	Oral BEST Score	Student Performance Level (SPL)
Beginning Literacy/Pre-Beginning	150-180	0-15	0-1
Low Beginning	181-190	16-28	2
High Beginning	191-200	29-41	3
Low Intermediate	201-210	42-50	4
High Intermediate	211-220	51-57	5
Advanced/Bridge to Academics	221-235	58-64	6
Placement in Adult Basic Education (ABE) or Adult Secondary Education (ASE)	236+	65+	7+

Indicate how many parents under 21-years-old enrolled in high school met these goals in 2004-05:

Parents Under 21 Years	Parents who received 30 to 99 hours of services	Parents who received 100 or more hours of high school coursework
Stayed in high school for the entire school year and made adequate yearly progress	1	44
Were seniors or eligible for graduation	0	16
Earned a diploma	0	14

Indicate how many parents in the ABE/ASE program progressed through at least one level in 2004-05 (in columns that apply, count each parent only once under the highest level attained):

Instructional Levels for Adult Basic Education (ABE) & Adult Secondary Education (ASE)*	Parents who received 30 to 99 hours of services	Parents who received 100 or more hours of adult education
Completed Beginning ABE Literacy	0	1
Completed Beginning Basic Education	3	2
Completed Low Intermediate Basic Education	6	6
Completed High Intermediate Basic Education	9	7
Completed Low Adult Secondary (ASE)	3	3
Completed High Adult Secondary (ASE)	4	6
Passed one or more GED subtest	10	5
Passed the GED exam	9	8

Passed the GED exam with less than 30 hours of service	7
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Colorado Placement and Instructional Levels for ABE & ASE

Colorado Levels	CASAS Score	TABE Score/ Grade level	Student Performance Level (SPL)
Beginning ABE Literacy	200 and below	0–1.9	1
Beginning Basic Education	201–210	2–3.9	2,3
Low Intermediate Basic Education	211–220	4–5.9	4,5
High Intermediate Basic Education	221–235	6–8.9	6,7,8
Low Adult Secondary (GED)	236–245	9–10.9	9,10
High Adult Secondary (GED)	246+	11–12.9	11, 12

Indicate how many parents seeking education beyond high school met these goals in 2004–05:

	Parents who received 30 to 99 hours of services	Parents who received 100 or more hours of adult education
Enrolled in higher education or	5	11
Completed semester of coursework in higher education	5	10
Enrolled in skills/occupational-specific training program	1	1
Completed job readiness training	2	9
Other (please describe):		



EARLY CHILDHOOD EDUCATION

	Children of families who received 30 to 299 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	Children of families who received 300 or more hours of services (in all components)
Total number of infants (birth to 18 months) served	60	72
Total number of toddlers (18 months to 3 years) served	64	89
Total number of preschoolers (3 years to kindergarten entry) served	67	138
Total number of children in the primary grades (kindergarten to 3 rd grade) served	50	117
Total number of children in the primary grades who had an Individual Literacy Plan at the beginning of the school year	26	34

Indicate the number of children who met these goals in 2004–05:

Infants & Toddlers	Children of families who received 30 to 299 hours of services	Children of families who received 300 or more hours of services
Infants functioning at age-appropriate levels of development	59	67
Toddlers functioning at age-appropriate levels of development	61	86

Preschoolers	Children of families who received 30 to 299 hours of services	Children of families who received 300 or more hours of services
Preschoolers enrolled in a center-based early childhood program (in addition to Even Start)	46	113
Preschoolers functioning at age-appropriate levels of development; or Preschoolers demonstrating 1 year’s growth in reading readiness within 1 year	52	123

Primary-Grade Children	Children of families who received 30 to 299 hours of services	Children of families who received 300 or more hours of services	Children of families who received 300 or more hours of services and attended school 90% of the year
Performed at or above grade level; or Demonstrated 1 year's growth in literacy skills within 1 year	34	93	80
Placed on an Individual Literacy Plan	14	10	
Had an Individual Literacy Plan and made one year's growth in literacy skills	14	29	
Taken off an Individual Literacy Plan	1	2	
Attended public school 70–79% of the year	2	3	
Attended public school 80–89% of the year	15	16	
Attended public school 90% or more	33	95	
Promoted to the next grade level (Does district promote all children? _____)	46	99	
Removed from special education	0	0	
Did not receive Title I services (for eligible children attending Targeted Assistance schools)	12	11	



PARENTING

	Families who received 30 to 299 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	Families who received 300 or more hours of services (in all components)
Total number of families served during 2004–05	149	273
Total number of families who met their parenting goal identified in their family education plan (these are self-determined goals and need not match the goals listed below)	122	260
Total number of families served with infants (birth to 18 months)	61	73
Total number of families served with toddlers (18 months to 3 years)	61	89
Total number of families served with preschoolers (3 years to kindergarten entry)	66	133
Total number of families served with primary–grade children (kindergarten to 3 rd grade)	44	104

Total number of families served who did not participate in at least 30 hours of instruction (family exit data should be available at each site)	111
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Indicate the number of families who met these parenting goals in 2004–2005:

Families w/ infants (birth to 18 months)	Families who received 30 to 299 hours of services	Families who received 300 or more hours of services
Sustained use of simple verbal stimulation, frequent eye contact, responsiveness to child’s cues and language attempts	54	71
Sustained frequent playing with, talking to, singing to, and use of infant’s name	53	69
Demonstrated understanding of appropriate expectations of child’s language, social, emotional, and motor skills	50	65
Sustained exposure to age-appropriate books	50	64

Families with toddlers (18 months to 3 years)	Families who received 30 to 299 hours of services	Families who received 300 or more hours of services
Sustained participation in frequent and complex verbal interactions (asking open-ended questions, listening, participation in imaginative play)	48	79
Sustained participation in active, shared reading of a variety of high quality books	52	84
Sustained, regular interactions related to child's interests and abilities	52	73
Sustained provision of simple art materials (crayons, markers, large paper) for exploring and manipulating	51	83
Sustained, regular interactions related to numeracy (counting songs, rhymes & books, sorting games, puzzles)	50	80
Other:		

Families with preschoolers (3 years to kindergarten entry)	Families who received 30 to 299 hours of services	Families who received 300 or more hours of services
Sustained participation in frequent and complex verbal interactions (asking open-ended questions, listening, participation in imaginative play)	50	116
Sustained participation in active, shared reading of a variety of high quality books	50	122
Sustained, regular interactions related to child's interests and abilities	55	123
Sustained provision of simple art materials (crayons, markers, large paper) for exploring and manipulating	53	115
Sustained, regular interactions related to numeracy (counting songs, rhymes, sorting games, puzzles)	46	119
Other:		

Families with primary-grade children (kindergarten to 3 rd grade)	Families who received 30 to 299 hours of services	Families who received 300 or more hours of services
Sustained homework help	33	94
Sustained school involvement	32	88
Sustained, active participation in home reading program outlined in child's Individual Literacy Plan	14	35
Sustained participation in active, shared reading of a variety of high quality books	32	86
Demonstrated understanding and ability to support child in meeting Colorado academic standards in reading, writing and math	16	67
Demonstrated understanding of the Colorado Student Assessment Program (CSAP), including ability to interpret child's score	10	66
Other:		

SELF-SUFFICIENCY

Count only parents who are participating in the adult education component.

	Parents who received 30 to 299 hours of services (including at least 7 hours each of adult education, ECE, PACT, and parent support)	Parents who received 300 or more hours of services (in all components)
Total number of parents served during 2004–05 (these numbers should match the number of adults served which is entered on the adult education chart on page 3, or the number of families served which is entered on the parenting chart on page 8)	150	286
Total number of parents who met their self-sufficiency goals identified in their family education plan	113	263
Total number of parents employed prior to this program year	25	96
Total number of parents seeking a job	49	67
Total number of parents receiving Temporary Assistance to Needy Families (TANF)	21	13
Total number of parents receiving other forms of public assistance	91	152
Total number of children in foster placement	3	2

Indicate the number of parents who met these self-sufficiency goals during 2004–2005:

Self-sufficiency goals	Parents who received 30 to 299 hours of services	Parents who received 300 or more hours of services
Obtained a job	45	55
Held a job for six months	41	93
Improved employment status (obtained a raise, promotion, different job with better benefits)	6	24
Secured improved housing	15	54
Reduced TANF assistance	2	0
Moved off TANF assistance (for positive reasons such as employment)	5	1
Stopped other forms of public assistance (please specify _____)	5	0
Children returned to parents from foster placement	1	0

Self-sufficiency goals [continued]	Parents who received 30 to 299 hours of services	Parents who received 300 or more hours of services
Sustained increase in community participation (regularly used the library, voted, obtained a driver's license)	91	245
Sustained use of resources for family stabilization (accessed TANF, medical services, mental health services)	86	161
Sustained use of English in the community	64	177
Obtained citizenship	1	0
Obtained U.S. residency	0	4
Entered the military	0	0
Obtained a car	10	36
Followed a budget for six months	34	124
Other:		



APPENDIX B: Colorado Family Literacy State Performance Measures

Goal I: Program staff will provide high quality, well-integrated services designed to meet the needs of participating families in their community.

Performance Indicator	Resources/Definitions
<p>I.1 One hundred percent of programs will provide the following four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families, as measured by local evaluation and monitoring visits:</p> <ul style="list-style-type: none"> ● Parent literacy training that leads to economic self-sufficiency {Adult Education}; ● Training and support for parents regarding how to be the primary teacher for their children and how to be full partners in the education of their children {Parenting Support}; ● Interactive literacy activities between parents and their children {Parent and Child Together [PACT] Time}; and ● An age-appropriate education to prepare children for success in school and life experiences {Early Childhood Education}. 	<p>Program staff are personnel employed by a family literacy program to coordinate or provide the required four components of service, as defined by the National Center for Family Literacy (http://www.familit.org).</p> <p>The Literacy Involves Families Together [LIFT] Act of 2000, enacted by Public Law 106-554, amends Section 14101 of the Elementary and Secondary Education Act [ESEA] of 1965 to include a common definition of “family literacy services” for all ESEA programs, including Title I.</p> <p>Guide to Quality: Even Start Family Literacy Programs, prepared by RMC Research Corporation, identifies quality indicators for effective Even Start programs, including a self-review for staff development and program improvement.</p> <p>The Colorado Quality Standards for Early Childhood Care and Education Services, developed by the Colorado Department of Education (CDE), is a planning document which assists programs in providing quality services for children from birth through eight years of age.</p>
<p>I.2 One hundred percent of programs will offer year-round services, as measured by program records.</p>	
<p>I.3 One hundred percent of programs will collaborate with public schools through coordination with Title I programs, and through participation with school staff in implementing Individual Literacy Plans (ILPs) for primary-grade children who are reading below grade level, as measured by local evaluation and monitoring visits, and by program records.</p>	<p>The Colorado Basic Literacy Act (H.B. 96-1139) requires schools to develop Individual Learning Plans (ILPs) for children who are reading below grade level.</p> <p>Implementing The Colorado Basic Literacy Act is a resource guide which includes information about literacy assessments (K-3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at http://www.cde.state.co.us/cdeassess/pdf/asimp_cbla.pdf).</p>

Goal 2: The literacy of participating parents will improve.

Performance Indicator	Resources/Definitions
<p>2.1 After 100 hours of participation in the adult education program, 75% of parents will achieve their short-term education goals outlined in their family education plan, as measured by staff assessment.</p> <p>Adult Education Goals</p> <ul style="list-style-type: none"> ● Adult English Language Learner advancement to the next instructional level ● Adult Basic Education Student advancement to the next instructional level ● Earning of a Colorado Certificate of Accomplishment by completing an Adult Learner Assessment Notebook ● Enrollment in a skills/occupational-specific training program ● Completion of a semester of course work at an institution of higher education 	<p>One hundred (100) hours of participation in adult education classes are obtained after approximately four months of regular attendance (Time varies depending upon program design).</p> <p>Adult education is defined as services or instruction below the postsecondary level for individuals who:</p> <ul style="list-style-type: none"> ● Have attained 16 years of age; and ● Are not enrolled or required to be enrolled in secondary school under State law; and ✓ Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; ✓ Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or ✓ Are unable to speak, read, or write the English language. <p>Adult Basic Education (ABE) is a component of adult education. ABE is instruction in the basic skills below the 9th grade level.</p> <p>Adult Secondary Education (ASE) is component of adult education. ASE is instruction in basic skills at or above the 9th grade level. Adult High School (AHS) and GED preparation are Adult Secondary Education.</p> <p>Basic skills include English language, math, problem-solving, reading, and writing.</p> <p>English as a Second Language (ESL) is a component of adult education. ESL is a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.</p> <p>Colorado Certificates of Accomplishment are earned by English Language Learners and Adult Basic Education Students through the completion of an Adult Learner Assessment Notebook, in a process authorized by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy.</p>

<p>2.2 After 100 hours of participation in adult education, 75% of parents in the ABE/ASE program will progress through one level, as measured by CASAS or TABE scores, or demonstrate adequate yearly progress as measured by appropriate assessment.</p>	<p>Adult Basic Education (ABE) and GED test benchmarks, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on CASAS or TABE scores are as follows:</p> <ul style="list-style-type: none"> ● Beginning ABE Literacy ● Beginning Basic Education ● Low Intermediate Basic Education ● High Intermediate Basic Education ● Low Adult Secondary (GED/AHS) ● High Adult Secondary (GED/AHS).
<p>2.3 After 100 hours of participation in adult education, 75% of parents in the ESL program will progress through one level, as measured by Oral BEST, BEST Plus, or CASAS scores.</p>	<p>Adult English Language Learner test benchmarks, as defined by the Colorado Department of Education (CDE) Office of Adult Education and Family Literacy, based on Oral BEST, BEST Plus, and CASAS scores are as follows:</p> <ul style="list-style-type: none"> ● Beginning Literacy/Pre-Beginning ● Low Beginning ● High Beginning ● Low Intermediate ● High Intermediate ● Advanced/Bridge to Academics.
<p>2.4 After 100 hours of participation in adult education, 50% of parents in the ASE program will pass the GED exam, or high school seniors will earn a high school diploma, as measured by program records.</p>	<p>General Educational Development (GED) tests measure the major academic skills and concepts associated with four years of regular high school instruction. They provide an opportunity for persons who have not graduated from high school to earn a high school equivalency diploma. The GED tests measure competency in five subject areas: Language Arts—Writing, Social Studies, Science, Language Arts—Reading, and Mathematics.</p>
<p>2.5 After 100 hours of participation in adult education, 60% of parents seeking to enroll in higher education or training, with access to financial aid, will enroll, as measured by program records.</p>	

Goal 3: Participating parents will foster their children’s literacy development and success in school.

Performance Indicator	Resources/Definitions
<p>3.1 After 300 hours of family participation in the program, 75% of parents will achieve parenting goals according to their family education plans, as measured by staff assessment.</p> <p>Goals for parents with infants (birth to 18 months of age)</p> <ul style="list-style-type: none"> ● Sustained provision of simple verbal stimulation, frequent eye contact, and responsiveness to child’s cues and language attempts ● Sustained, frequent playing with, talking to, singing to, and use of infant’s name ● Demonstrated understanding of appropriate expectations of child’s language, social, emotional, and motor skills <p>Goals for parents with toddlers (18 months to 3 years of age) and preschool children (3 to 5 years of age)</p> <ul style="list-style-type: none"> ● Sustained participation in frequent and complex verbal interactions, including asking meaningful open-ended questions, being an attentive listener, and participating in imaginative play ● Sustained participation in active, shared reading of a variety of high-quality books ● Sustained, regular interactions related to child’s interests and abilities ● Sustained provision of simple art materials such as crayons, markers, and large paper for exploring and manipulating ● Sustained, regular interactions related to numeracy <p>Goals for parents with primary-grade children (kindergarten through grade 3)</p> <ul style="list-style-type: none"> ● Sustained homework assistance ● Sustained school involvement through participation in parent–teacher conferences, classroom PACT activities, and/or school volunteer work ● Sustained, active participation in the home reading plan outlined in child’s Individual Literacy Plan, or regular reading with child ● Demonstration of an understanding and ability to support child in meeting the Colorado academic content standards in reading, writing, and math ● Demonstration of an understanding of the Colorado Student Assessment Program (CSAP), including interpreting child’s scores 	<p>300 hours of participation are obtained after approximately one year of regular attendance in a family literacy program, including a home-visitation/personal-visitation component.</p> <p>A sustained goal requires the behavior to be maintained for a minimum of six months.</p> <p>Guide to Improving Parenting Education in Even Start Family Literacy Programs is based on a review of research about family contributions to children’s literacy development. It is a U.S. Department of Education publication and is available through ED Pubs at 1-877-4ED-PUBS (1-877-433-7827).</p> <p>Building Blocks to Colorado’s Content Standards: Reading and Writing offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf).</p> <p>Building Blocks to Colorado’s Content Standards: Mathematics offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf).</p> <p>Colorado K–12 Academic Standards for Reading and Writing and Suggested Grade Level Expectations provide guidance to schools and parents regarding the content that students should study and master in order to become fluent and effective readers, writers, and speakers (available on the CDE website at http://www.cde.state.co.us/index_stnd.htm).</p> <p>Colorado K–12 Academic Standards for Mathematics and Suggested Grade Level Expectations provide guidance to schools and parents regarding the content that students should study and master in order to develop mathematical literacy (available on the CDE website at http://www.cde.state.co.us/index_stnd.htm).</p>

<p>3.2 After 300 hours of family participation in the program, 85% of parents with infants will demonstrate sustained use of simple verbal stimulation, frequent eye contact, and responsiveness to child’s cues and language attempts, as measured by staff assessment.</p>	<p>BrainWonders Early Literacy pages provide information about how literacy skills begin in the early years in relation to the developing brain. The collaborative project was developed by Boston University School of Medicine, the Erikson Institute, and Zero to Three (available on the Zero to Three website at http://www.zerotothree.org/brainwonders/EarlyLiteracy.html).</p>
<p>3.3 After 300 hours of participation in the program, 85% of parents with infants will provide sustained exposure to age-appropriate books, as measured by staff assessment.</p>	
<p>3.4 After 300 hours of participation in the program, 85% of parents with toddlers will participate in sustained, frequent, and complex verbal interactions, as measured by staff assessment.</p>	<p>The Erikson Institute has described The Beginnings of Literacy (available on the Zero to Three website at http://www.zerotothree.org/ztt_parents.html Parenting A–Z pages).</p>
<p>3.5 After 300 hours of participation in the program, 85% of parents with toddlers will provide involvement in sustained, active, shared reading of a variety of high quality books, as measured by staff assessment.</p>	<p>Zero to Three has formulated Bridges to Literacy: Early Routines that Promote Later School Success (available on the Zero to Three website at http://www.zerotothree.org/ztt_parents.html Parenting A–Z pages).</p>
<p>3.6 After 300 hours of participation in the program, 85% of parents with preschoolers will participate in sustained, frequent, and complex verbal interactions, as measured by staff assessment.</p>	
<p>3.7 After 300 hours of participation in the program, 85% of parents with preschoolers will provide involvement in sustained, active, shared reading of a variety of high quality books, as measured by staff assessment.</p>	<p>Building Blocks to Colorado’s Content Standards: Reading and Writing offers examples of experiences, appropriate for young children, which provide the foundation necessary for preschool learners to meet academic standards when they enter elementary school (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf).</p>
<p>3.8 After 300 hours of participation in the program, 85% of parents with primary-grade children will participate in sustained homework help, as measured by staff assessment.</p>	
<p>3.9 After 300 hours of participation in the program, 80% of parents with primary-grade children will demonstrate sustained school involvement, as documented by school records and staff assessment.</p>	<p>Colorado School–Home Links is a school-home reading program aligned with the Colorado model content standards for reading and writing. The series provides 100 reading activities in both English and Spanish for families with children in kindergarten through grade three. The links encourage greater family and community involvement in helping children to improve their reading skills and achievement (available on the Colorado Family Literacy Consortium website at http://www.coloradoliteracy.net/parents.html#school-home).</p>
<p>3.10 After 300 hours of participation in the program, 85% of parents with primary-grade children will participate in sustained, active, shared reading, as measured by staff assessment.</p>	

Goal 4: Participating children will demonstrate success in school.

Performance Indicator	Resources/Definitions
<p>4.1 After 300 hours of family participation in the program, 85% of preschool-age children will be functioning at age-appropriate levels of development; or preschoolers will demonstrate one year's growth in reading readiness skills within one year, as measured by age-appropriate assessment instruments.</p>	<p>Building Blocks to Colorado's Content Standards: Reading & Writing and Building Blocks to Colorado's Content Standards: Mathematics are guides for parents and teachers that reference early childhood education to Colorado's K–12 Content Standards. They support understanding of early childhood foundational skills and describe appropriate teaching strategies (available on the CDE website at http://www.cde.state.co.us/download/pdf/building_blocks4-26.pdf and at http://www.cde.state.co.us/earlychildhoodconnections/docs/pdf/MathBB.pdf).</p>
<p>4.2 After 300 hours of family participation in the program and 90% school attendance, 80% of primary-grade children will be reading at grade level [and will not be placed on Individual Literacy Plans]; or primary-grade children will demonstrate one year's growth in literacy skills within one year, as measured by age-appropriate assessment instruments.</p>	
<p>4.3 After 300 hours of family participation in the program, 80% of primary-grade children with an Individual Literacy Plan at the beginning of the school year will demonstrate one year's growth in literacy skills within one year, as measured by age-appropriate assessment instruments.</p>	<p>An Individual Literacy Plan (ILP) must be developed for any child not reading at grade level. A plan indicates a child's reading strengths and weaknesses and identifies activities to help improve her/his reading skills, including a home reading plan.</p> <p>Implementing The Colorado Basic Literacy Act is a resource guide which includes information about literacy assessments (K–3) and the development of ILPs, and provides answers to frequently asked questions (available on the CDE website at http://www.cde.state.co.us/cdeassess/pdf/asimp_cbla.pdf).</p>
<p>4.4 After 300 hours of family participation in the program, 75% of primary-grade children will attend public school 90% of the time, as documented by school records.</p>	
<p>4.5 After 300 hours of family participation in the program, 90% of primary-grade children will be promoted to the next grade level, as documented by school records.</p>	

Goal 5: Participating families will become more self-sufficient.

Performance Indicator	Resources/Definitions
<p>5.1 After 300 hours of family participation in the program, 75% of parents will achieve self-sufficiency goals according to their family education plan, as documented by program records and staff assessment.</p> <p>Self-sufficiency Goals</p> <ul style="list-style-type: none"> ● Keeping a job for six months ● Improving employment status ● Securing improved housing ● Remaining in one residence for one school year ● Reducing or stopping the receipt of public assistance ● Returning children from foster placement ● Sustaining an increase in community participation ● Following a budget for six months 	<p>Sustained increase in community participation includes any of the following:</p> <ul style="list-style-type: none"> ● Registering to vote and/or voting ● Regularly using the public library ● Obtaining a driver’s license ● Entering a branch of the armed services ● Obtaining U.S. citizenship.
<p>5.2 After 300 hours of family participation in the program, 50% of parents seeking employment will obtain a job*, as documented by program records.</p>	
<p>5.3 After 300 hours of family participation in the program, 40% of parents seeking employment will hold a job for six months during the year*, as documented by program records.</p>	
<p>5.4 After 300 hours of family participation in the program, 25% of employed parents will improve their employment status*, as documented by program records.</p>	<p>Improved employment status includes obtaining a raise, a promotion, or a different job with better hours, wages, or working conditions.</p>
<p>5.5 After 300 hours of family participation in the program, 50% of parents learning English will demonstrate a sustained use of English in the community, as measured by staff assessment.</p>	
<p>5.6 After 300 hours of family participation in the program, 100% of eligible parents who want to enter the military will do so, as documented by program records.</p>	

* while maintaining their enrollment in the program

APPENDIX C: Colorado Even Start Directory

Aurora

Aurora Public Schools Family Literacy Program

Paula Niemi, Even Start Coordinator

Boulder (Boulder and Lafayette)

Boulder Valley Family Literacy Program

Shannon Kozak, Even Start Coordinator

Colorado Springs

Pikes Peak Even Start

Tara Shaw, Family Literacy Coordinator

Cortez

Pinon Project Family Centers

Virginia Howey, Executive Program Director

Denver

Metropolitan State College of Denver: Families Learning Together at Remington

Susan Cotton, Even Start Coordinator

Durango

Durango School District 9-R

Libby Culver, Even Start Coordinator

Lamar

Lamar Public Schools

Jackie Randle, Even Start Coordinator

Leadville

Lake County Public Schools

Emily Adams, Even Start Coordinator

Pueblo (Avondale)

South Central Board of Cooperative Education Services

Carl Dazzio, Even Start Coordinator



Roaring Fork Valley (Glenwood Springs and Rifle)

Roaring Fork Valley Even Start Program

Rebecca Ruland, Even Start Coordinator

San Luis Valley (Center, Monte Vista and Waverly)

San Luis Valley Even Start Program/La Llave

Robin Leist, Project Coordinator

Trinidad

Trinidad State Junior College

Victoria Fernandez, Even Start Program Manager

Windsor (Windsor and Greeley)

Weld County School District RE-4

Mary Meersman, Early Childhood Programs Coordinator

The Colorado Even Start Family Literacy website is located at www.cde.state.co.us/cdecare/evenstart.htm.

The Colorado Family Literacy Consortium website is located at www.coloradoliteracy.net.



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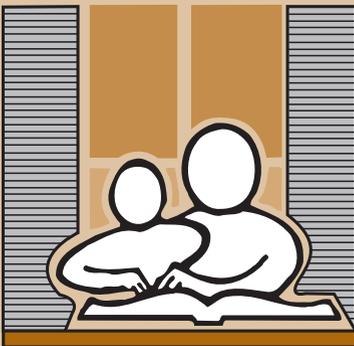
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