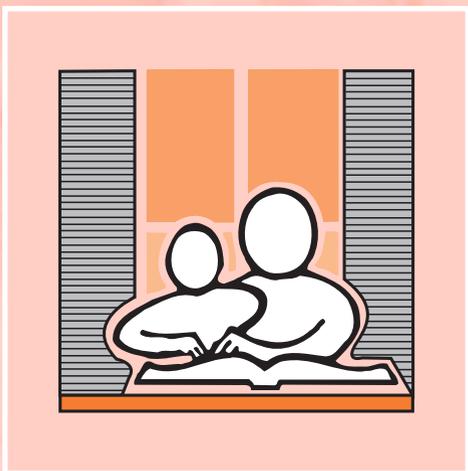


COLORADO EVEN START



2005-2006 PROGRESS REPORT



COLORADO EVEN START

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

COLORADO EVEN START

2005–2006 Progress Report

Prepared by Beckie Anderson
for the Colorado Department of Education

Key Findings of the 2005–2006 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 doing literacy activities. This Progress Report provides information about the eleven (11) Colorado **Even Start** programs, and the educational and self-sufficiency gains made by the families they serve. It includes six years of program data collected on the *Colorado Family Literacy State Performance Measures*. New data is presented on parents' behavior related to children's literacy development. The report concludes with a look toward the future for **Even Start** and family literacy services in Colorado.

For the past nine years, the Colorado Department of Education has contracted for a statewide evaluation of Colorado **Even Start** programs. The following evaluation findings are highlights from 2005–2006:

- Colorado **Even Start** programs met 85% of the targeted goals contained in the state performance measures.
- Colorado **Even Start** programs served 382 families with 595 children.
- Of **Even Start** parents studying to pass the General Educational Development (GED) exam and teen parents working toward obtaining a high school diploma, 70% attained their goals this year. This figure is a 15% increase from last year and the highest percentage in the four years the statistic has been calculated.
- The average graduation rate for teen parents in **Even Start** over the past seven years is 83%.
- 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 81%.
- This year, over three-fourths (78%) 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, 76% of kindergartners through third-graders met this goal.
- Using a new assessment, the Parent Education Profile, 74% of rated parents demonstrated progress in using language with their children. Almost three-quarters of the rated families (73%) placed an increased priority on learning with their children at home.
- Eighty-nine percent of unemployed **Even Start** parents seeking work, obtained employment this year.

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, Sub-*

part 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 \$225 million. These funds were allocated to state governments and distributed to local programs through competitive grants. In Colorado, **Even Start** is administered by the Family Literacy State Coordinator, housed in the Center for At-Risk Education at the Colorado Department of Education.

Research Foundation for Family Literacy

Research repeatedly establishes the significance of parents' role in the literacy development of their children. For example, results from a study of Project EASE, designed to give parents understanding and activities to help children's language skills, show this pivotal influence of families. The research demonstrated that children from homes where parents model and support literacy and use language similar to classroom discourse more readily master school literacy (Jordan, Snow & Porshe, 2000).

In another study (Ceprano, 2003), parents with low literacy skills were encouraged to participate in sessions during which their children were receiving support services for reading and writing. Involvement in these sessions provided literacy support for the parents as well as giving them strategies to use at home. As a result of the intervention, the literacy skills of both parents and children improved.

Other researchers (Bennett, Weigel & Martin, 2002) studied parents and their preschool children to gain understanding about the relationship between the family environment and the children's language and literacy skills. Findings showed that children who are not exposed to activities pertaining to books and reading in the home are at greater risk for reading difficulties than children with richer literacy home environments.

Silven, Pekka & Voeton (2002) conducted a longitudinal study of 66 families. They found that regular, high quality play provided by mothers in the earliest years led to



children having more advanced literacy skills in early to middle childhood.

Sonnenschien and Munsterman (2000) examined reading interactions to gain insight into the effect of home-based reading practices on children's literacy skills in kindergarten and the start of first grade. Observations of 30 five-year-olds from mostly low-income homes focused on comments made by parents and the affective quality when reading with family members. Authors found that the affective tone of reading together at home was the strongest predictor of children's motivation for reading.

Each of these studies adds to the research base which establishes the substantial role of the family in literacy development. Well-implemented family literacy programs support parents in improving their own literacy skills and teach them the strategies described in this research.

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 participation and leadership. 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 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, Home Instruction for Parents of Preschool Youngsters (HIPPPY), Metropolitan State College, 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.

Colorado Family Literacy Training Center

This was the second 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. 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 27 trainings which included 694 people. This is a 50% increase in the number of people trained as compared to 2004–2005. Of these participants, 494 attended trainings that were hosted by the Center at its location in Colorado Springs. In addition, trainings were provided in Alamosa, Boulder, Cortez, Delta, Denver, Durango, Glenwood Springs, Golden, Lamar, Leadville, Pueblo and Louisville, Kentucky.

The Coordinator of the Training Center conducted trainings for all **Even Start** staff on the use of the *Parent Education Profile*—an assessment tool. She also facilitated professional development sessions on family literacy services for adult educators, home visitors, Head Start directors, and Title I staff. Of the trainings provided, 10 were rated by participants using a five-point Likert scale. The overall average rating was 4.6.

Presentations conducted by Center staff were part of the “Education Begins at Home” Parents as Teachers Conference, the National Center for Family Literacy Annual Conference and Mountain Plains Rendezvous (Adult and Family Literacy Regional Conference).

Training Center staff responded to 18 requests for technical assistance. Resource materials were developed and provided to multiple programs. The Center also hosted 16 visits from professionals who observed services at Pikes Peak **Even Start** sites.

The Colorado Family Literacy training cadre consists of family literacy professionals who have completed 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 base for 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 at <http://www.familit.org/>).

A *Foundations in Family Literacy* training was offered in Rifle, Colorado in September of 2005. The 33 attendees included new **Even Start** staff, Title I staff, adult educators and other collaborators.



New Funding for Family Literacy

This year two types of funds were made available for the first time for Colorado family literacy services. Both funds will be utilized during the 2006–2007 program year.

During the spring 2006 legislative session, funding was allocated to the existing Family Literacy Education Grant Program (HB02-1303). The bill was passed in 2001 with no state funds. This year representatives voted to assign \$200,000 to the grant program. The money will be administered by the Colorado Department of Education, Office of Adult Education and Family Literacy and will be dispersed through a competitive grant process to local programs.

The second allocation of money came from the Title I office at the Colorado Department of Education. In response to the acute decrease in federal **Even Start** funds for 2006–2007 (56% reduction), Title I provided \$301,000 for Colorado **Even Start** programs to continue operation in 2006–2007.

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 'home-work 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 some activities initiated by the children. Literacy 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 home visitors 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 2005–2006, the eleven Colorado **Even Start** programs operated sites in Alamosa, Aurora, Boulder, Center, Colorado Springs, Cortez, Delta, Denver, Durango, Glenwood Springs, Lafayette, Lamar, Leadville, Monte Vista and Rifle.

Aurora Public Schools provided an **Even Start** program for the fifth year. The program served families at the district's Early Childhood Center and at the City of Aurora's Intergenerational Center. All of the preschool children assessed at the end of the year made significant progress in English language development. As a new component, the program had weekly, evening parenting classes for fathers which reviewed topics covered during the daytime sessions and topics that were of interest to the fathers.

The Boulder Valley Family Literacy Program has received an **Even Start** grant for five years. In alliance with Boulder County Head Start, the program serves families in two elementary schools in Lafayette and Boulder. In partnership with BoulderReads! Reading Buddy Program, each school age child met with a Reading Buddy for reading age-appropriate books and doing literacy extension activities. Their main project was a book written and illustrated by the little buddy, with a little help from the big buddy. The books were shared with parents at the end of the session.

Pikes Peak **Even Start**, the Colorado Springs program, has received **Even Start** funding for ten 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. Through the continued growth of this collaboration, the program served 31 more families this year as compared to last year.

The Pinon Project in Cortez has completed its eighth year of providing **Even Start** services. Working in partnership with the local adult education program, the Project provides **Even Start** programming at the Unlimited Learning Center (adult education program) and Southwest Open School, a charter alternative high school. Of the parents served in the adult education program, 73% obtained a job; 82% of these parents held their job for six months or longer; and 64% improved their employment status by obtaining a raise, promotion or better benefits.

The Delta County Family Literacy Program was opened as a new **Even Start** site this year. The program is a collaboration between Delta County School District, Delta County Adult Literacy Program and Delta County Department of Human Services. Originally, this was intended to be a planning year for the program. But, when the Department of Human Services personnel heard the plan for family-centered education, they began referring families. A construction delay at the “Family Learning Center” and the quick start-up of services made for an eventful first year!

Metropolitan State College of Denver: Families Learning Together **Even Start** has served families for the past eight years. This program was awarded a Toyota Family Literacy Grant through the National Center for Family Literacy. As a result of this highly-sought-after grant and a reorganization at their previous host school, the program relocated to Valdez Elementary. Assistance through the grant aided program staff in serving school-age children and implementing school-age interactive literacy activities between parents and children.

Durango School District 9R completed its fifth year as an **Even Start** grantee in cooperation with Fort Lewis College and the Durango Adult Education Center. During a year with almost all new staff, parents made notable strides. Sixty-seven percent of the parents working toward earning a GED met their goal. Eighty-six percent of the parents studying to learn English made measurable gains.



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 nine years. The principal of one of the elementary schools served by **Even Start**, during an advisory board meeting, expressed her appreciation for having families regularly present in the school as a result of **Even Start**.

Lamar Public Schools provided an **Even Start** family literacy program for the fourth year in cooperation with the Prowers County Department of Human Services. All the adults in the program with 300 hours or more of participation made measurable education gains. Similarly, all the school-age children were performing at grade level by the end of the year.

Lake County Public Schools completed its fourth year of operating an **Even Start** program in Leadville. In partnership with the Lake County Public Library, the **Even Start** program serves families at West Park Elementary and The Center/Pitts Elementary. By adding evening classes and providing hot meals, the program saw a three-fold increase in attendance of the families learning English.

The San Luis Valley **Even Start** Program has provided family literacy services for eight 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 Alamosa, Center and Monte Vista. The program included *Motheread*, a curriculum for parent and child interactive literacy. As a result, parents reported substantial increases in the number of times they read to their children throughout the week.

Evaluation of Colorado Even Start

Two levels of evaluation of Colorado **Even Start** programs have been in place for the past nine 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 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 one or two areas from the guide for the focus of the evaluation. One area is required to align with indicators of the state performance measures, on which the program has achieved low outcomes. Also, in response to a federal review of **Even Start**, it was decided that all programs would have their early childhood services reviewed over the next two years

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 2003–04

approximately 50,000 families were served through **Even Start**. Participants from 2000–01 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 changes experienced by Colorado **Even Start** families but does not suggest that **Even Start** is the exclusive reason for these changes. Numerous contributions, 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.

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 2006 for families served during the 2005–2006 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 education, and parent/child interaction. The 30-hour threshold increases the likelihood that program effects are, in fact, being measured. Up through this year, program staff members have selected their own assessment instruments for determining developmental levels of infants, toddlers, and preschoolers. These instruments often align with those used by collaborators such as Head Start or district preschool programs. After this year, programs will be required to choose from a limited list of assessments as part of a state department of education effort called Results Matter.

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 2005–2006 Progress Report Data Collection Form* is a copy of the actual protocol for 2005–2006 and includes data totals from the 11 **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. Additional changes were made this year due to the adop-

tion of a new assessment—the Parent Education Profile (PEP). The drafted performance indicators for the PEP are in the second table.

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 on performance indicators for the past six years.

Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002	State Outcome 2002–2003	State Outcome 2003–2004	State Outcome 2004–2005	State Outcome 2005–2006
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	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	Average = 41 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	100% partnered with Title I 91% 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	85% 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	77% progressed through one level

Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002	State Outcome 2002–2003	State Outcome 2003–2004	State Outcome 2004–2005	State Outcome 2005–2006
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	68% 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	70% passed the GED exam or received a high school diploma
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	74% 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	Parenting Education Profile (PEP) data was collected this year
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	See table below for parenting outcomes
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	

Performance Indicator	State Outcome 2000-2001	State Outcome 2001-2002	State Outcome 2002-2003	State Outcome 2003-2004	State Outcome 2004-2005	State Outcome 2005-2006
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	
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	94% 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	89% of primary-grade children were reading at grade level

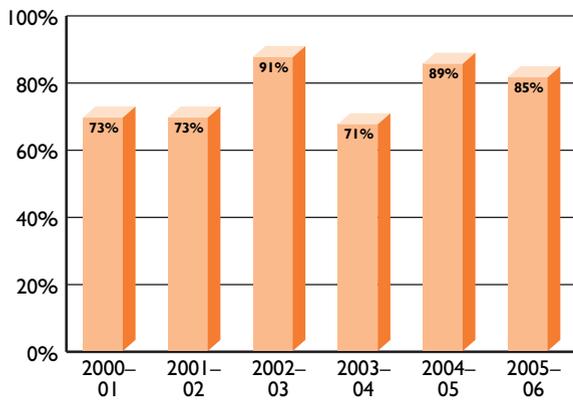
Performance Indicator	State Outcome 2000–2001	State Outcome 2001–2002	State Outcome 2002–2003	State Outcome 2003–2004	State Outcome 2004–2005	State Outcome 2005–2006
4.3 After 300 hours of family participation in the program, 80% of primary-grade children with an Individual Literacy Plan at the beginning 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	79% 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	77% 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	100% 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	82% 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	91% 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	60% held a job for six months
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	15% 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	75% 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				

The following table contains the draft performance measures developed for the Parent Education Profile (PEP). PEP data was collected by all programs on a minimum of 10 families per program.

DRAFT Performance Indicator	2005–2006	Discrepancy with Target
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.	Data not collected	
3.2 After a minimum of six months of participation in the program, 40% of a subset of parents will improve use of literacy materials in their home, as measured by one level gain on Scale I A of the Parent Education Profile.	66% of new parents improved the use of literacy materials with their children at home	● 2005–06 discrepancy with percentage targeted in indicator: + 26%
3.3 After a minimum of six months of participation in the program, 40% of a subset of parents will improve use of TV/Video their home, as measured by one level gain on Scale I B. of the Parent Education Profile.	60% of new parents improved the use of TV/Video for their children at home	● 2005–06 discrepancy with percentage targeted in indicator: + 20%
3.4 After a minimum of six months of participation in the program, 40% of a subset of parents will improve the integration of language and learning in home activities, as measured by one level gain on Scale I C. of the Parent Education Profile.	60% of new parents improved the integration of language and learning in home activities for their children	● 2005–06 discrepancy with percentage targeted in indicator: + 20%
3.5 After a minimum of six months of participation in the program, 40% of a subset of parents will increase their priority on learning together at home, as measured by one level gain on Scale I D. of the Parent Education Profile.	73% of new parents increased their priority on learning with their children at home	● 2005–06 discrepancy with percentage targeted in indicator: + 33%
3.6 After a minimum of six months of participation in the program, 40% of parents will improve the quality of their verbal interactions with their children, as measured by one level gain on Scale II E. of the Parent Education Profile.	74% of new parents improved the quality of their verbal interactions with their children	● 2005–06 discrepancy with percentage targeted in indicator: + 34%
3.7 After a minimum of six months of participation in the program, 40% of parents will improve their use of strategies for reading with their children, as measured by one level gain on Scale II F. of the Parent Education Profile.	53% of new parents improved their use of strategies for reading with their children	● 2005–06 discrepancy with percentage targeted in indicator: + 13%
3.8 After a minimum of six months of participation in the program, 40% of parents will improve their support for their child’s learning of book and print concepts, as measured by one level gain on Scale II G. of the Parent Education Profile.	61% of new parents improved their support for their child’s learning of book and print concepts	● 2005–06 discrepancy with percentage targeted in indicator: + 21%

This year Colorado **Even Start** programs met the targeted percentages for 23 of the 27 performance measures (85%). Last year, programs met 25 of 28 targeted percentages (89%). See Chart 1 for a six-year history of program attainment on state performance indicators.

Chart 1: Attainment of State Performance Indicators



There were four unmet indicators this year. The first—1.3—was below the target of 100% because one **Even Start** program was unable to participate with school staff in implementing Individual Literacy Plans (ILPs) for children in their program.

The second unmet goal—2.3—pertains to the progress of adults studying English. The target for this indicator is 75%, whereas the outcome for this year was 68%. This is the lowest of the figures for the past five years. The six-year average for this statistic is 81%.

The third unmet goal—4.3—shows the percentage of primary-grade children with an ILP who made one year's growth in literacy skills within one school year. This year, 79% of children with ILP's met the goal. The target for this indicator is 80%. This indicator was added three years ago, with a three-year average of 77%.

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 15% of employed parents improved their status. This figure is ten percentage points below the target of 25% and one point less than last year. The outcome for this indicator has dropped each year for the past four years. The six-year average for this indicator is 24%.

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.

Who participated in Even Start during 2005–2006?

Colorado **Even Start** programs served 382 families with 595 children during 2005–2006. Last year, 422 families with 657 children were served. The decrease in the number of families served from last year to this year is linked to the reduction in the number of **Even Start** programs in the state. This year there were 11 programs, as compared to last year when 13 programs were funded.

Participants this year included 403 adults, 103 infants, 123 toddlers, 209 preschool children, and 160 children in the primary grades (K–3). English Language Learners comprised 68% of participating adults, the same percentage as was served last year. In 2003–2004, 65% of adults were English Language Learners.

What was the cost of serving Even Start families in 2005–2006?

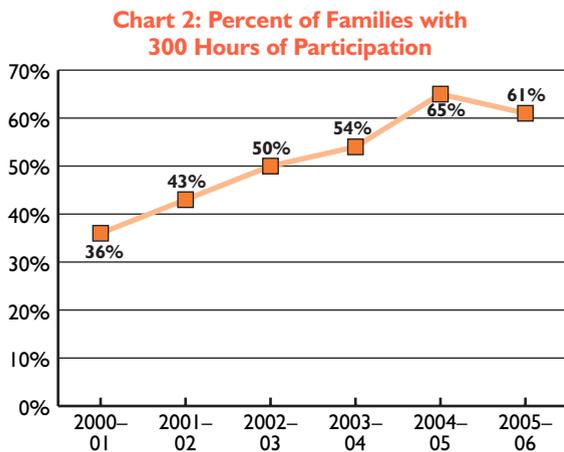
During 2005–2006, the Colorado Department of Education disbursed \$1,794,784 to eleven community collaborations to fund **Even Start** programs. Local program coordinators typically combine **Even Start** monies with other funds and in-kind donations to cover costs. Program funding is awarded based on the proposed services, not on the actual number of families served.

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 \$4,698. The previous two years, the average cost per family was \$4,363 and \$4,249. The average cost per family this year is \$335 more than last year, an increase of 7.7%. As a point of comparison, Head Start's national average cost for serving one child is \$7,287 (Head Start Bureau, 2006).

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 reflects approximately six months of consistent attendance, based on the state requirement that programs provide a minimum of 15 hours of service per week.

Chart 2 shows the percentage of families that reached 300 hours or greater of participation for the past six years. The number of families with 300 hours or more of attendance shows an overall increase during this time period, beginning with 36% of families in 2000–01, and moving to 61% of families this year.



What educational gains did adults in Even Start make?

One parent reports, “After working at the same job for six years, I got a promotion because of my English and computer class. I can practice my English at work because I now answer the phones.”

A staff member shares, “One of our mothers, who is adept at Math, tutored the parents in basic math skills three days a week for two hours. She taught this class in Spanish. Par-

ents were very enthusiastic about the class and attendance was high.”

A staff member tells about a mother, a Sudanese refugee, “One day in English class the instructor had all of the parents line up in order of how long they had been living in the United States. The parents were amazed that the mother from Sudan had only been living here for two years because her English was so advanced. Prior to enrolling in the class, this mother was on a waiting list. During this time, she came to her child’s Head Start classroom to hear English. After she got into the adult class, she won the award for best attendance in the English class and the parenting class.”

Parents seeking a GED or high school diploma:

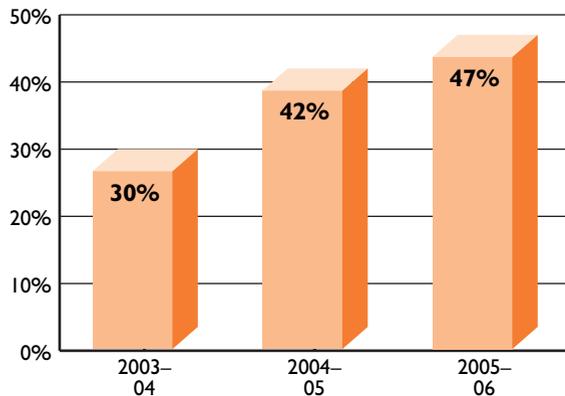
Focus groups conducted as part of the **Even Start** program evaluation process reveal that many parents enroll in an **Even Start** program to improve their own education. This year, 10% of **Even Start** parents worked on passing the GED exam or earning a high school diploma. The number of parents with same goal last year was 13%. Successfully passing the GED exam means passing five subject-focused subtests: mathematics, language arts—reading, language arts—writing, social studies, and science.

Beginning in the 2003–2004 program year, the statistics related to passing the GED exam were calculated in a new way. Previously, all the parents who had a long-term goal of passing the GED exam were counted. Now, only the parents who test 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. The adjustment also aligns these **Even Start** data with the method the state Office of Adult Education and Family Literacy uses to compute this statistic.

Of the 40 parents studying to pass the GED exam, 30% began taking subtests, and 47% passed the exam. This is a 5% increase from last year when 42% of parents passed the exam. Chart 3 presents the percentage of parents who studied for and passed the GED exam over the past 3 years.

Of the parents working to pass the GED exam and the teen parents working toward high school graduation,

Chart 3: Parents Earning a GED



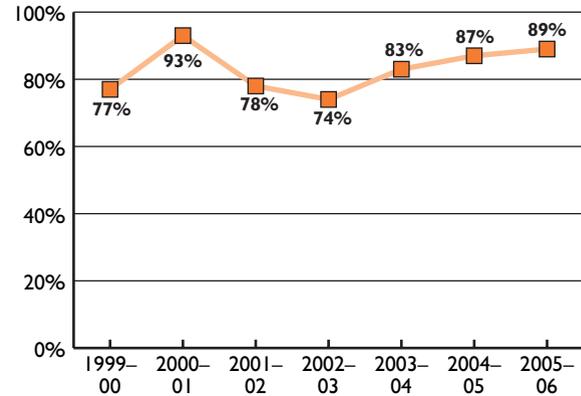
70% were successful this year. This is a 15 point increase from last year and the highest completion rate since the statistic has been used. In a national study tracking freshman graduation rates, the 2003–04 rate for public school students in the United States was 75% (Seastrom, Hoffman, Chapman and Stillwell, 2006).

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, 86% of **Even Start** teen parents enrolled in high school remained in school. This figure is very similar to last year's, when 85% of teens stayed in school.

Of this year's teen parents, 18 were seniors and eligible for graduation. Sixteen of these teens (89%) graduated from high school. This rate is higher than the rates for the past two years of 87% and 83%. The average graduation rate for teen parents in **Even Start** over the past seven years is 83% (see Chart 4). As a 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 274 (68%) parents in **Even Start** studied to improve their English language skills. Sixty-two percent of ELL parents progressed through one or more learning levels. Last year, 282 parents studied English, and 78% moved through at least one level. This 16 percentage point drop in the number of ELL parents who made

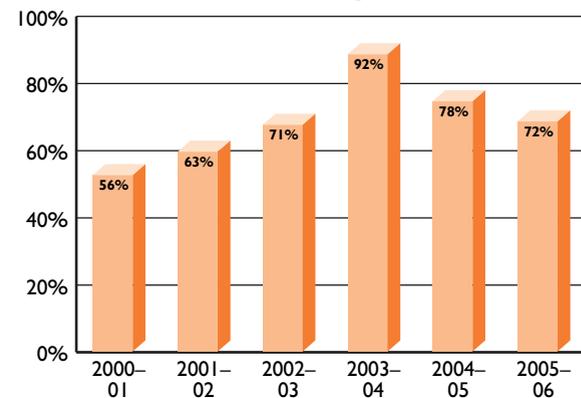
Chart 4: Teen Parent Graduation Rates



measurable progress is the largest change in any of the adult education statistics from last year to this year.

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 eligible parents, 72% continued their learning by enrolling in college or a vocational training program. Last year, 78% of eligible parents enrolled. Chart 5 exhibits a six-year history of the percentage of eligible parents who entered higher education or training. Nationally, 57% of 25- to 29-year-olds completed at least some college (U.S. Department of Education, *The Condition of Education 2005*).

Chart 5: Parents Enrolled in Higher Education or Training



What educational gains did children in Even Start achieve?

A staff member reports, “One particular student enjoyed Eric Carle’s *The Very Hungry Caterpillar*. She learned to read it in Spanish with the assistance of our staff. By the end of the program year, she got through the story—without assistance, in English. This was a huge moment for her!”

A Kindergarten teacher was asked about how one of the program children was doing in her class. At the beginning of the year, the child did not know any letters or sounds, nor could she write her name. The teacher reported that by the end of the year she had made huge gains in her school work and was on grade level and she thought it was because her family attended the night program over at Lincoln [Even Start].

Infants and toddlers: This year, 95% of infants and 94% of toddlers participating in **Even Start** were functioning at age-appropriate levels of development. Last year 95% of infants and 97% toddlers were at age level.

Preschoolers: This year, 90% of **Even Start** preschoolers were functioning at age-appropriate levels of development. Figures from the previous two years were 86% and 88%.

Even Start personnel identify the number of preschoolers enrolled in early childhood education programs. This year 81% 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 the national average for preschool enrollment. The U.S. Department of Education (*The Condition of Education 2006*) reports that 57% of all three- to five-year-olds (pre-kindergarteners) were enrolled in early childhood care and education programs in 2005. Last year, 77% of Colorado **Even Start** preschoolers were enrolled in additional early childhood education programs.

Primary-grade (K–3) children: School attendance is one predictor of school success. Ninety-three percent of **Even Start** children in the primary grades attended school 80% or more of the time. Last year, 95% of **Even Start** children met this attendance goal.

This year, 97% of **Even Start** children in the primary grades (K–3) were promoted to the next grade level. This statistic has remained high for nine years, always 89% or above. Results of a statewide evaluation of Illinois Even Start programs (Illinois State Board of Education, 2006), showed that 97.1% 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, 2003).

Even Start personnel supported 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. Twenty-nine percent of all primary-grade children served through **Even Start** had ILPs in 2005–2006. This statistic is lower than last year when 36% had ILPs. Some school districts automatically place children on ILPs, regardless of their reading ability, if English is not their first language. Four **Even Start** children successfully attained all of their goals during the year and were removed from the ILP process.

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 78% of **Even Start** children belonged in this category, compared to 76% last year. In a Pennsylvania evaluation of **Even Start** programs, 55% of school-age children were rated at advanced or proficient in reading (Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, 2006).

What parenting goals did Even Start participants meet?

A staff member reports, “One 14-year-old parent is taking a parenting class with more traditional parents this summer. She is showing evidence of retaining positive parenting skills she learned during the past nine months (specifically ways to read aloud and otherwise interact with her infant).”

A parent states, “*The parenting class is fun. Before I came here, I didn’t pay much attention to my kids. Now we are close, because I have learned to be patient with them.*”

A parent shares, “*Before we came to this program we had different routines. We did not read together. We spent a long time watching TV. Now we read together everyday and spend more time playing outside together. We have better communication.*”

Parent Education Profile

This year Colorado **Even Start** programs fully integrated a new assessment tool—the *Parent Education Profile* (PEP)—to document changes in parenting behaviors. 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 parent’s support for their 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 I describing behaviors that are the least supportive of literacy development and Level 5 describing behaviors that are the most supportive.

Colorado **Even Start** programs identified the first two scales as most relevant to the services they provide, and consequently decided to use Scales I and II for piloting last year and implementation this year. Staff members across the state were trained in the use of the assessment. Staff made observations and collected anecdotal records related to 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 the assigned ratings.

Assessments were made in the fall of 2005 and the spring of 2006 on 10 families within each program. Programs were asked to assess as many new families as possible. If 10 new families did not join the program, staff rated families who participated in the previous year’s pilot assessments. Most programs rated a combination of new and returning families. Also, programs had some attrition of families between fall and spring. For the purposes of this report, only data on new families were used.

Scale I of the Parent Education Profile: Parent’s Support for Children’s Learning in the Home Environment consists of four subscales. The following table shows the percentage of parents who mastered one level or more on each of the subscales.

Use of Literacy Materials	Use of TV/Video	Home Language and Learning	Priority on Learning Together
66% of new parents made progress	60% of new parents made progress	60% of new parents made progress	73% of new parents made progress

Scale II of the Parent Education Profile: Parent’s Role in Interactive Literacy Activities consists of three subscales. The following table shows the percentage of parents who mastered one or more levels on each subscale.

Expressive and Receptive Language	Reading with Children	Supporting Book/Print Concepts
74% of new parents made progress	53% of new parents made progress	61% of new parents made progress

The outcomes on these ratings demonstrate that the majority of parents in **Even Start** programs make behavioral changes related to the literacy development of their children. The highest outcome (74% of parents mastered one or more levels) was on the subscale for *Expressive and Receptive Language*. This subscale addresses the amount of language used by a parent, the tone of that language (positive or negative), the simplicity and/or complexity of language, and the responsiveness of the parent to the child’s language and behavioral cues. Since this subscale documented the most parents becoming pro-

ficient in at least one level, changing verbal interactions could be a “first step” in moving toward other changes.

Reading with children was the subscale with the lowest results (53% of parents progressed one or more levels). This subscale encompasses storytelling, singing and reading books. It also involves the use of strategies to engage children in a story or song. Changing behavior related to stories and songs may involve more effort, if parents are not accustomed to employing these behaviors with their children. Therefore, mastery of these behaviors may take longer than changes related to speaking and listening (previous subscale discussed on which parents showed more progress).

Use of TV/Video is a subscale of Scale I that gets attention because of the pervasiveness of television. The first level of this subscale describes parents not monitoring TV viewing—content or amount of time. Level five details parents using TV as a learning tool and watching with the child to moderate content. Sixty percent of the new parents who were rated mastered at least one level on this scale. For many parents, this change meant moving from no monitoring to encouraging some watching of age-appropriate programs or setting limits on content and times for viewing.

What self-sufficiency gains did Even Start families accomplish?

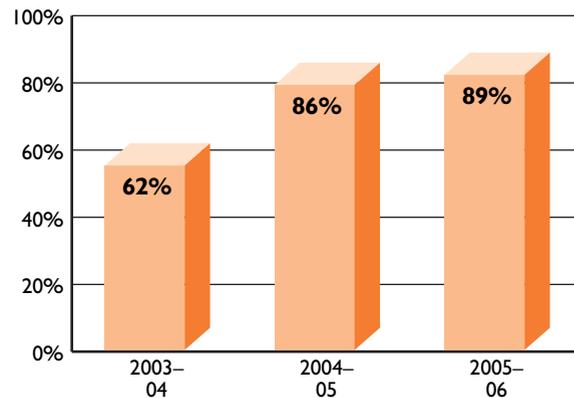
A staff member reports that one mother in their program is an Afghan refugee who escaped from her country after seeing her husband murdered. She joined the program to learn English and to become self-sufficient. She now has a job and a driver’s license.

A parent states, “My English class helps me to communicate better in my job. Two weeks ago I got a promotion. Now I talk with customers at work. I feel confident in myself.”

Self-sufficiency, 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, 32% of **Even Start** parents were employed prior to entering the program. Eighty-nine percent of the unemployed parents, who wanted a job, obtained a job during this program year. This is up from last year when 86% of unemployed parents found work. See Chart 6 for a three year history of this statistic. Beginning in 2003–2004, this figure was computed by counting only those parents who had the goal of obtaining employment. In Pennsylvania family literacy programs, 72% of adults whose goal was to obtain a job did so (Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, 2006).

Chart 6: Parents Entering Employment



Another characteristic of employment identified by **Even Start** programs is improvement in job status. This includes receiving a promotion, raise, or a different job with more desirable work conditions or benefits. This year, 17% of employed adults improved their employment status. Last year, 13% of adults improved their status. Of this year’s employed parents, 62% held a job for six months or longer.

In a related statistic, 39% of adults in **Even Start** receiving Temporary Assistance to Needy Families (TANF) payments either reduced or stopped their welfare benefits. This is an improvement from last year when 23% 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, although from a broader category. Including reducing or eliminating TANF or other public assistance, 60% of adults achieved this goal (Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, 2006).

Even Start parents made other self-sufficiency gains this year. Nineteen percent of families made improvements in their housing. Sixty-one 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). Seventy-six percent of parents learning English used English in the community. Forty-six percent of parents followed a budget for six months or longer. Twelve percent obtained a car. And, six parents became U.S. citizens or gained legal residency.

Conclusion

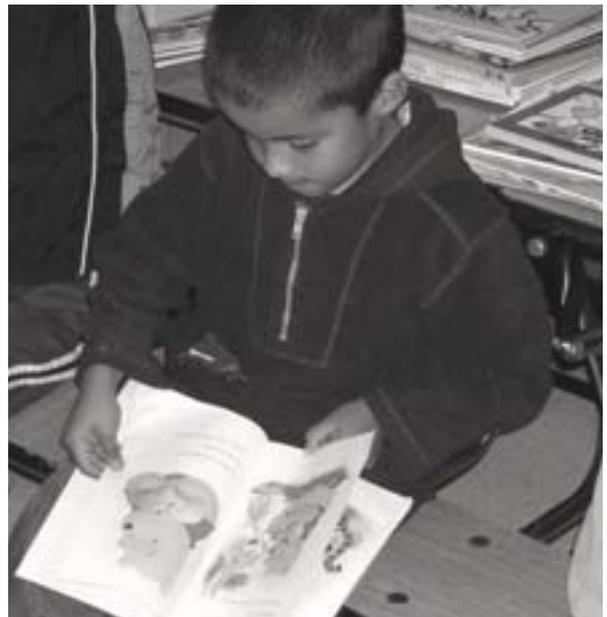
Recent results from the National Assessment of Adult Literacy (U.S. Department of Education, National Center for Education Statistics, 2005) show that eleven million adults in the United States are not literate in English and, consequently, that they do not have the skills needed to perform everyday tasks. In addition to raising the literacy levels of adults, **Even Start** supports families in breaking the intergenerational cycle of illiteracy. When an adult in the United States is identified with low literacy skills, the adult may be the parent of children who are also at risk for low literacy skills. The intervention of a family literacy program can stop the flow of low literacy from one generation to the next and consequently, improve the lives of family members in generations to come.

Steps Toward the Future

This independent evaluation concludes with two commendations, one for the Colorado Department of Education and one for the state of Colorado. 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, federal funding has declined.

Yet, for the first time state funds have been made available for family literacy programs and **Even Start**:

- 1) Last year, a recommendation from this report stated: *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.* This year, this recommendation becomes a commendation because the department will, in the face of 56% federal funding cuts, provide additional funds in order for all the existing **Even Start** programs in the state to continue providing services. This \$301,000 allocation from Title I will allow Colorado **Even Start** to sustain viable efforts across the state to improve literacy.
- 2) A second recommendation from this report last year read: *Colorado State Legislature should provide substantial, new funding to support the Family Literacy Education Fund.* Progress was made toward this recommendation when the state legislature voted to allocate \$200,000 for the Family Literacy Fund. This first step will begin to build literacy in the state and should be followed by the allocation of enough funds to make a substantial, statewide impact through family literacy services.



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APPENDIX A: Colorado Even Start 2005–2006 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 12 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.
- ✓ 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, 2005 through June 30, 2006)? **Total = 453 weeks Average = 41 weeks**

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

11 Coordination with Title I program (please describe) _____

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

Other _____



ADULT EDUCATION

	Parents who received 12 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 2005–06	171	232
Total number of parents who met their short-term adult education goal identified in their family education plan	119	155
Total number of parents who worked on English language acquisition	119	155
Total number of parents (under 21 years) enrolled in high school	7	42
Total number of parents who participated in Adult Basic Education (those who tested at 8 th grade reading level or below)	19	39
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)	10	19

Indicate how many *English Language Learners* progressed through at least one level in 2005–06 (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 12 to 99 hours of services	Parents who received 100 or more hours of adult education
Completed Beginning Literacy/Pre-Beginning ESL	5	7
Completed Low Beginning ESL	13	10
Completed High Beginning ESL	6	11
Completed Low Intermediate ESL	17	27
Completed High Intermediate ESL	13	39
Completed Advanced ESL/Bridge to Academics	8	9
Placement in Adult Basic Education (ABE)	3	2

Colorado Placement and Instructional Levels for ESL

Colorado Levels	CASAS Score	BEST Plus Score	Student Performance Level (SPL)
Beginning ESL Literacy	0-180	0-400	0-1
Beginning ESL	181-200	401-438	2-3
Low Intermediate ESL	201-210	439-472	4
High Intermediate ESL	211-220	473-506	5
Advanced/Bridge to Academics	221-235	507-540	6
Placement in Adult Basic Education (ABE) or Adult Secondary Education (ASE)	236+	541+	7+

Indicate how many parents under 21-years-old enrolled in high school met these goals in 2005-06:

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	5	37
Were seniors or eligible for graduation	2	16
Earned a diploma	2	14

Indicate how many parents in the ABE/ASE program progressed through at least one level in 2005-06
(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 12 to 99 hours of services	Parents who received 100 or more hours of adult education
Completed Beginning ABE Literacy	0	2
Completed Beginning Basic Education	2	7
Completed Low Intermediate Basic Education	4	8
Completed High Intermediate Basic Education	5	8
Completed Low Adult Secondary (ASE)	22	18
Completed High Adult Secondary (ASE)	4	0
Passed one or more GED subtest	4	8
Passed the GED exam	9	10

Passed the GED exam with less than 30 hours of service	0
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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 2005–06:

	Parents who received 12 to 99 hours of services	Parents who received 100 or more hours of adult education
Enrolled in higher education or	2	2
Completed semester of coursework in higher education	1	7
Enrolled in skills/occupational-specific training program	2	5
Completed job readiness training	2	5
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	48	55
Total number of toddlers (18 months to 3 years) served	45	78
Total number of preschoolers (3 years to kindergarten entry) served	65	144
Total number of children in the primary grades (kindergarten to 3 rd grade) served	52	104
Total number of children in the primary grades who had an Individual Literacy Plan at the beginning of the school year	17	29

Indicate the number of children who met these goals in 2005–06:

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	45	53
Toddlers functioning at age-appropriate levels of development	40	76

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)	39	88
Preschoolers functioning at age-appropriate levels of development; or Preschoolers demonstrating 1 year’s growth in reading readiness within 1 year	53	135

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	39	83	71
Placed on an Individual Literacy Plan	12	22	
Had an Individual Literacy Plan and made one year's growth in literacy skills	15	23	
Taken off an Individual Literacy Plan	2	2	
Attended public school 70–79% of the year	2	5	
Attended public school 80–89% of the year	19	19	
Attended public school 90% or more	28	80	
Promoted to the next grade level (Does district promote all children? _____)	48	104	
Removed from special education	0	1	
Did not receive Title I services (for eligible children attending Targeted Assistance schools)	0	1	



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 2005–06	157	244
Total number of parents who met their self-sufficiency goals identified in their family education plan	113	200
Total number of parents employed prior to this program year	54	76
Total number of parents seeking a job	27	67
Total number of parents receiving Temporary Assistance to Needy Families (TANF)	17	19
Total number of parents receiving other forms of public assistance	69	122
Total number of children in foster placement	1	5

Indicate the number of parents who met these self-sufficiency goals during 2005–2006:

Self-sufficiency goals	Parents who received 30 to 299 hours of services	Parents who received 300 or more hours of services
Obtained a job	23	61
Held a job for six months	51	83
Improved employment status (obtained a raise, promotion, different job with better benefits)	16	21
Secured improved housing	19	59
Reduced TANF assistance	5	6
Moved off TANF assistance (for positive reasons such as employment)	6	6
Stopped other forms of public assistance (please specify _____)	0	4
Children returned to parents from foster placement	0	4

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)	80	164
Sustained use of resources for family stabilization (accessed TANF, medical services, mental health services)	94	180
Sustained use of English in the community	86	138
Obtained citizenship	0	4
Obtained U.S. residency	0	3
Entered the military	0	0
Obtained a car	13	37
Followed a budget for six months	70	116
Other:		



APPENDIX B: 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

Delta

Delta County Family Literacy Program

Lee-ann Short, Even Start Coordinator

Denver

Metropolitan State College of Denver: Families Learning Together

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

Cathy Beck, Even Start Coordinator

Roaring Fork Valley (Glenwood Springs and Rifle)

Roaring Fork Valley Even Start Program

Rebecca Ruland, Even Start Coordinator

San Luis Valley (Alamosa, Center and Monte Vista)

San Luis Valley Even Start Program/La Llave

Robin Leist, Project Coordinator

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The following persons have been designated to handle inquiries regarding this policy:

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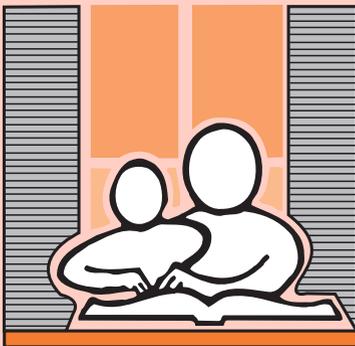
William J. Moloney—*Commissioner of Education*

David B. Smith—*Director, Center for At-Risk Education*



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