

2013 Program Report Card: Even Start Family Literacy Program (Connecticut State Department of Education)

Quality of Life Result: All Connecticut children birth to age 9 grow up in a stable environment, safe, healthy, and ready to succeed.

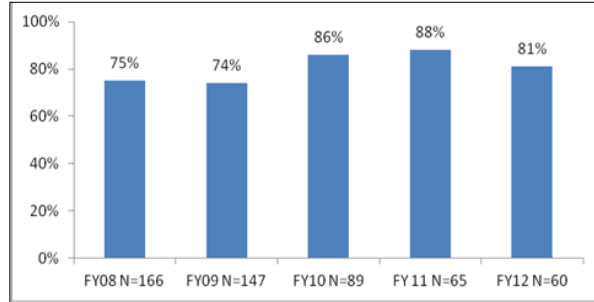
Contribution to the Result: Even Start contributes to the population goal and breaks the cycle of poverty and illiteracy by improving the educational opportunities of families most in need. The program provides simultaneous services to parents and their young children: it helps parents to improve their basic educational skills and become full partners in educating their children; it assists children in reaching their full potential as learners; and it assists families in moving toward self-sufficiency and out of poverty.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 12	\$479,919			\$479,919
Estimated SFY 13	\$479,919			\$479,919

Note: Federal funding for this program ended in FY 2010-11. Even Start is now funded only by the State of Connecticut.

Partners: Local adult education, federal and state-funded early and community-based early childhood programs, other state agencies such as DCF, DSS and DOL.

How Well Did We Do It? 1. Percent of children meeting standards in reading/reading readiness

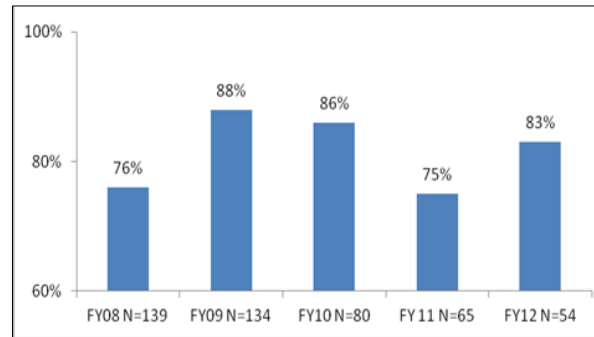


Story behind the baseline:

In FY08, six sites served 166 children; in FY12, only three sites were operational serving 60 children because federal funds were eliminated in FY 11. Over the past 5 years an average of 81% of children met or exceeded standards in reading readiness for their age group (birth to kindergarten). Children participated an average of 55 hours per month in early childhood classrooms, interactive literacy activities and home based instruction. This year, over 83% of the children were infants and toddlers and were assessed every 4 months using the Ages & Stages Questionnaire (A&S). Children scoring lower on A&S were referred for further evaluation; all children referred were evaluated and children and families received appropriate services. Other assessments used for older children include: Phonological Awareness Literacy Screening, the Peabody Picture Vocabulary Test, Concepts About Print, and the Developmental Reading Assessment.

Trend: ◀▶ (sustained high performance)

How Well Did We Do It? Percent of parents showing significant learning gains

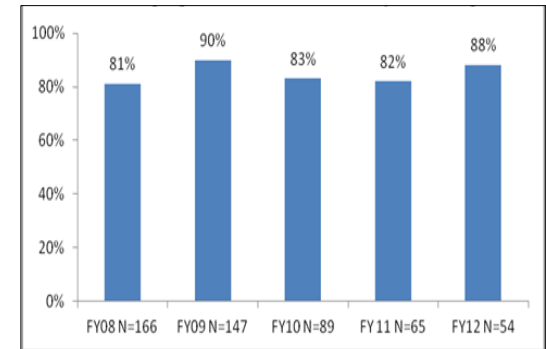


Story behind the baseline:

Over the past five years, adults in Even Start have consistently made significant gains. Every year, the program has exceeded its expected standard by more than 30 percent. The average percent of adults making significant progress during the year on their goals is 83 percent, which exceeds the overall standard for adult literacy by 40 percent or more. These are impressive gains on measures of high school completion and English language acquisition.

Trend: ◀▶ (sustained high performance)

How Well Did We Do It? Percent of parents demonstrating gains in parenting skills.



Story behind the baseline:

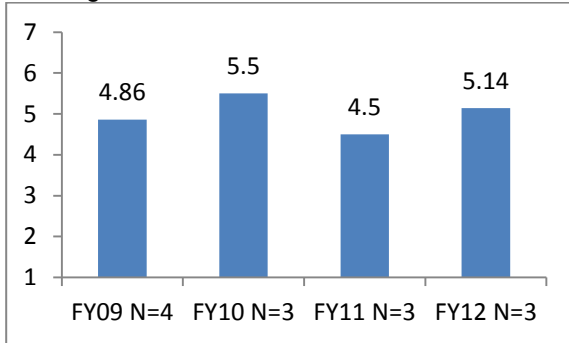
In the past 5 years, on average, 88 percent of the parents were determined, through home-based observations by trained observer(s) using literacy-based home observation forms, to have learned and applied parenting skills. Parents participate in parenting education classes, interactive literacy activities (with their child), and home-based instruction visits averaging 13 hours per month. Parents are encouraged to work directly with the child during interactive literacy activities and home-based instruction under the guidance of Even Start staff or collaborators. Parenting education classes are aligned with what children are learning in their early childhood classroom. Concepts underscored in parenting education are enhanced through application during interactive literacy activities and home-based instruction.

Trend: ◀▶ (sustained high performance)

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How Well Did We Do It? High quality learning environments

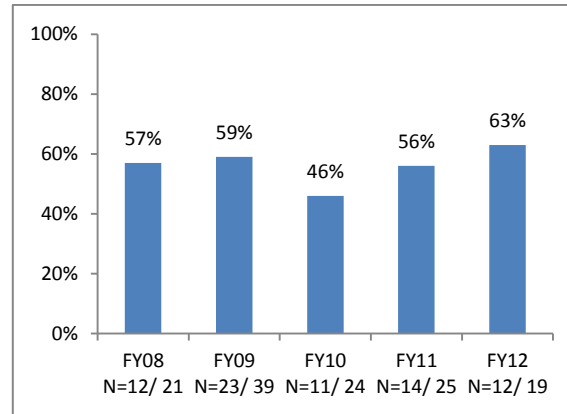


Story behind the baseline:

Infant/Toddler Environmental Rating Scale (ITERS) is a quality measure of the learning environment. An overall quality rating of 5 or higher on an ITERS indicates an environment that is 'good' to 'excellent' and benefits children in the areas of language, developmental activities, and interactions with adults and other children. Even Start sites complete the ITERS each spring.

Trend: ◀▶

Is Anyone Better Off? Percent of Exiting Adults Who Attain a High School Diploma



Story behind the baseline:

A majority of adult learners who exit the program attain a high school diploma. More than half continue on to community college or training school. Others obtain jobs in fields such as nursing (CNA), bartending, and cosmetology or start their own businesses.

Trend: ▲

Proposed Actions to Turn the Curve:

- Examine language development of parents and children using the Peabody Picture Vocabulary Test (performance measures 1, 2, 5.)
- Continue to monitor programs (state performance indicators, local evaluations, etc.), and provide professional development (performance measures 1, 2, 3.)
- Using program evaluations, deliver professional development training to help programs write literacy and social outcome goals for individual families.

Data Development Agenda:

- Align and coordinate existing data systems to ensure that Even Start's early care and education as well as adult education and training information become part of it.
- Continue to follow the same protocol of data collection on attendance and outcomes throughout each family's participation.
- Collect information on housing, employment status, DCF involvement, income and participation in other support services both at intake and at exit to determine family stability at exit.