

**California W.F.G. Goodling Even Start Family Literacy**

# **Summary Report**

**2004-2005 Evaluation Findings  
Related to Performance Indicators**

**And**

**2001- 05 Comparison of Evaluation  
Findings**

**Prepared for the  
California Department of Education: Even Start Office**

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## **Background**

The goal of the California W.F.G. Even Start Family Literacy Program is to break the intergenerational cycle of poverty and low literacy by improving the academic achievement of parents and their young children. The program integrates early childhood education, adult education/literacy, parenting education and interactive literacy activities into a single unified family literacy program. The design is based on the premise that these components build on each other and that families need to receive high-quality instructional services in all four components in order to bring lasting change and effectively improve parents' and children's literacy achievement (*Guidance for Even Start Programs; Part B, Subpart 3 of Title 1 of the ESEA*).

An amendment to the 1998 reauthorization of the Reading Excellence Act (REA) mandated that states establish adult and child performance indicators or learning outcomes that were expected of Even Start programs. The California Department of Education (CDE) developed performance indicators for each program component. The 2004-05 Even Start Performance Indicators are aligned with outcomes and assessments required by the CDE divisions of child development and adult education. Even Start projects are required to collect and report data specific to each indicator annually. The 2004-05 Performance Indicators are listed in the 2004-05 Evaluation Continuation Report for California Even Start Family Literacy Programs.

The CDE contracted with WestEd to aggregate and analyze the data from the 2004-05 Even Start Continuation Evaluation Reports and to provide a report addressing the federal Title 1, Part B, Subpart 3 evaluation requirements. The following report summarizes the findings presented in the federal report and provides a more detailed interpretation of the data presented in the PowerPoint presentations: *2004-05 Evaluation Findings Related to Even Start Family Literacy Performance Indicators and the Comparison of Evaluation Findings from 2001 – 2005*.

### **Analysis and Reporting of the 2004-05 Performance Indicator Data**

Even Start projects collected and reported data on the adults and children who received services during the period of July 1, 2004 through June 30, 2005. Of the 154 funded Even Start projects, 153 submitted Evaluation Continuation Reports to the CDE. Projects provided the following information:

- Number of families, adults and children served
- Participant Demographics: poverty, literacy, and educational status
- Program Intensity: number of instructional hours offered for each class,
- Participant Attendance: mean number of hours participants attended each class;
- Family Duration: length of time in program
- Enrollment and assessment status of participants
- Matched pretest/posttest scores by assessment, +
- Number/percent of participants achieving each performance indicator.

These data were inputted into a database (data were double entered and cross checked to ensure accuracy of data records) and then analyzed using a statistical analysis program. Efforts were made to obtain incomplete or missing data and to verify the accuracy of data that appeared questionable. Data from reports containing obvious errors such as miscalculations or duplications were not included in the analyses.

The data reported for the total number/percent of participants who achieved each indicator were drawn and aggregated from the numbers reported in each project's Continuation Evaluation Report. Data analyses by performance indicator were limited to those projects that 1) offered instruction in the component covered by the performance indicator (e.g., ESL) and 2) provided matched pretest and posttest scores from the state mandated assessment for that indicator (e.g., CASAS reading). Where appropriate, weighted means were obtained and a non-parametric test of significance was used to determine the statistical significance of the posttest gains.

Demographic data describing the participants served by Even Start programs were obtained from the projects' data survey sheets. Information on the number of participants enrolled by class, program intensity, attendance by class, and duration in the project was obtained from the intensity, attendance, and family duration tables provided in the 2004-05 Continuation Evaluation Report.

The 2004-05 Summary Report provides analyses of participant outcome data including 1) the number and percent of participants state-wide who achieved the target established in each performance indicator (*e.g. number and percentage of ESL adult participants who achieved the targeted scaled score gain on the CASAS reading test for their level*); and 2) the number and percent of projects whose participants achieved the performance indicator standard (*e.g., the number and percentage of Even Start programs meeting the indicator for ESL reading*). Data from CDE reviews of project quality and performance are included to supplement the evaluation report data. The Summary Report concludes with comparative analyses of the performance indicator findings from project years 2001-02, 2002-03, 2003-04, and 2004-05.

## **Summary of 2004-2005 Evaluation Findings Related to Performance Indicators**

The following summary of results is based on data reported in 2004-05 Even Start Continuation Reports [submitted by 153 projects](#). The summary is organized to follow the 2004-05 PowerPoint presentations of the *2004-05 Evaluation Finding Related to the Performance Indicators* and the PowerPoint presentation *Comparison of Evaluation Findings 2001- 2005*.

## **Number and Characteristics of Participants Served**

A total of 5,842 families (5,880 adults and 7,874 children) were enrolled in 153 Even Start programs during the 2004-05 project year. The majority of the adults (85%) and 77% of the Even Start children were classified as English Language Learners. The languages spoken at home by Even Start families include the following: Spanish (83%), English (12%), and Other (5%). The 304 families who spoke languages other than English or Spanish spoke Chinese (18%), Hmong (17%), Khmer (13%), Korean (9%), Farsi, (8%), Russian (3%), Tagalog (2%), Vietnamese (1%), Lao (1%) and 28% other or unknown.

Analyses of the demographic data collected on families who first enrolled in Even Start during the 2004-05 year indicate that these families were characterized by low literacy and poverty: 84% of the newly enrolled families were at or below the federal poverty level; 83% of the newly enrolled adults did not have a high school diploma or GED; and 48% of these adults had less than a 9<sup>th</sup> grade education.

### **Class Enrollment**

Participants in Even Start programs attended a variety of educational programs. The following class enrollment data are based on the number of students enrolled in each class offering. Adults may participate in more than one adult education class during the year (e.g., ESL and Spanish GED), and, as a result, some adults were double counted across the different adult education class offerings.

- Projects reported serving 6,086 adults/teen parents who were enrolled in a variety of educational classes. Over three-quarters of the adult participants (77%) were enrolled in ESL classes. Additional adult program offerings and enrollment rates included adult basic education (9%), GED or high school diploma (8%), and vocational education (6%). The program also served 245 teen parents who were enrolled in teen parent GED preparation or high school diploma programs.
- Projects reported class enrollment data for 7,874 children. Slightly more than one-fifth of the children served (n=1,654) were infants (birth through two years) and 14% (n=1,102) were toddlers (ages 2.1-3 years). Over one-third of the children (n=2,835) were preschool-age. Of the preschool-age children, 21% were expected to attend another year of preschool and, 15% were expected to transition into kindergarten during the 2005-06 school year. Even Start programs also provided supplemental academic enrichment for 2,047 children in kindergarten through second grade (26%) and 236 children (3%) in grades 3+ who were eligible to participate in Even Start.

## Duration of Family Participation

Projects provided data on the number of months that families received services from their date of enrollment in Even Start. Duration of family participation data was provided for 5,842 families who were enrolled during the 2004-05 year. More than one-third of the families (37%) were enrolled in Even Start prior to July 1, 2005 and received Even Start services for more than 12 months. Nearly two-thirds of all enrolled families (66%) participated in Even Start for seven or more months. A breakdown of family duration data by the federally mandated time periods is provided below:

- 37% of the families (n=2,162) participated for more than 12 months
- 29% of the families (n=1,694) participated for 7-12 months
- 18% of the families (n=1,051) participated for 4-6 months
- 16% of the families (n=935) participated for 3 months or less

## Participation Data - Attendance and Program Intensity

Projects reported the total number of hours offered for each class and the mean hours of participant attendance for each class. Analyses of the hours offered (program intensity) and mean hours attended (participant attendance) were calculated for each adult and child educational offering.

Intensity and attendance data were analyzed from the 144 projects that had completed at least two years of project implementation. Attendance and intensity data from the eight first-year projects were excluded from the analyses because the majority of first year projects offered instructional services for less than a full year. Projects that did not submit both program intensity and attendance data for a program offering were also excluded from the analysis.

### **Adult Education**

**ABE:** Of the 33 projects that provided participation data:

- < Range of hours offered is between 12 hrs/yr and 1,146 hrs/yr
- < 50% of projects offered 358 hrs/yr or more of ABE instruction
- < 50% of ABE students attended an average of 115+ class hours (about 32% of the median hours offered)

**ESL:** Of the 126 projects that provided participation data:

- < Range of hours offered is between 48 hrs/yr and 2,652 hrs/yr
- < 50% of projects offered 461 hrs/yr or more of ESL instruction
- < 50% of ESL students attended an average of 201+ class hours (about 44% of the median hours offered)

**Adult High School Diploma:** Of the 29 projects that provided participation data:

- < Range of hours offered is between 86 hrs/yr and 1,197 hrs/yr

- < 50% of projects offered 437 hrs/yr or more of high school classes
- < 50% of adult high school diploma students attended an average of 192+ class hours (about 44% of the median hours offered)

**Teen Parent High School Diploma or GED:** Of the 20 projects that provided participation data:

- < Range of hours offered is between 50 hrs/yr and 1,106 hrs/yr
- < 50% of projects offered 720 hrs/yr or more of teen parent classes
- < 50% of teen parents attended an average of 373+ class hours (about 52% of the median hours offered)

**Parenting Education:** Of the 134 projects that provided participation data:

- < Range of hours offered is between 19 hrs/yr and 720 hrs/yr
- < 50% of projects offered 95 hrs/yr or more of parenting education
- < 50% of parents attended an average of 40+ class hours (about 42% of the median hours offered)

**Interactive Literacy Activities:** Of the 135 projects that provided participation data:

- < Range of hours offered is between 9 hrs/yr and 631 hrs/yr
- < 50% of projects offered 116 hrs/yr or more of interactive literacy
- < 50% of parents attended an average of 54+ class hours (about 47% of the median hours offered)

### **Child Education**

**Infants (Ages 0-2) :** Of the 114 projects that provided participation data:

- < Range of hours offered is between 11 hrs/yr and 2,048 hrs/yr
- < 50% of projects offered 501 hrs/yr or more of ECE
- < 50% of infants attended an average of 190+ class hours (about 38% of the median hours offered)

**Toddlers (Ages 2.1 – 3):** Of the 120 projects that provided participation data:

- < Range of hours offered is between 13 hrs/yr and 2,048 hrs/yr
- < 50% of projects offered 537 hrs/yr or more of ECE
- < 50% of toddlers attended an average of 225+ class hours (about 42% of the median hours offered)

**Preschool (Ages 3.1-5):** Of the 130 projects that provided participation data:

- < Range of hours offered is between 68 hrs/yr and 3,328 hrs/yr
- < 50% of projects offered 600 hrs/yr or more of ECE
- < 50% of preschool students attended an average of 305+ class hours (about 51% of the median hours offered)

**Preschool (Pre-Kindergarten):** Of the 120 projects that provided participation data:

- < Range of hours offered is between 68 hrs/yr and 2,048 hrs/yr

- < 50% of projects offered 600 hrs/yr or more of ECE
- < 50% of Pre-K students attended an average of 401+ class hours (about 67% of the median hours offered)

**Grade K-2+:** Of the 104 projects that provided participation data:

- < Range of hours offered is between 15 hrs/yr and 2,115 hrs/yr
- < 50% of projects offered 222 hrs/yr or more of academic supplemental support
- < 50% of K-2+ students attended an average of 119+ hours of supplemental support (about 54% of the median hours offered)

### **Federal Program Intensity Guidelines**

A key finding from the second national evaluation study was that families who participated in high-quality intensive instructional programs that offered more hours of instruction were more likely to achieve their goals than families who participated in programs that offered fewer hours of instruction. Based on this documented relationship between program intensity, attendance, and achievement of participant outcomes, the U.S. Department of Education recommended minimum program intensity levels for the required components of adult literacy/education, parenting education, and early childhood education. Even Start programs were encouraged to increase the number of instructional hours offered each month to meet the department's program intensity recommendations.

The United States Department of Education's recommendations for program intensity specify the minimum number of instructional hours that projects should offer in each of four program components on a monthly basis. According to the department's guidelines, Even Start projects are encouraged to offer 60 hours of adult education/literacy, 20 hours combined of parenting education and interactive literacy, 65 hours of ECE for preschool-age children, and 60 hours of ECE for infants and toddlers each month.

Although Even Start instructional services are provided year-round, calculation of the number of hours offered and attended are based on 10 months of services offered over the 12-month project year (projects are closed during school holidays, winter and spring breaks, staff development days etc). To determine the average monthly number of hours offered and attended, projects' annual totals for program intensity and mean attendance were divided by 10 months. The number and percent of projects, excluding eight first-year projects, that offered the recommended number of instructional hours each month is provided below.

- Of the 114 projects serving infants, 36% (n=41 projects) offered a minimum of 60 hours/month of ECE
- Of the 120 projects serving toddlers, 39% (n=47 projects) offered a minimum of 60 hours/month of ECE

- Of the 130 projects serving preschool-age children, 36% (n=47 projects) offered a minimum of 65 hours/month of ECE
- Of the 120 projects serving pre-kindergarten age children, 34% (n=41 projects) offered a minimum of 65 hours/month of ECE
- Of the 135 projects serving adults/teen parents, 32% (n=43 projects) offered a minimum of 60 hours/month of adult education/literacy
- Of the 134 projects serving adults/teen parents, 57% (n=76 projects) offered a minimum of 20 hours/month of parenting education and interactive literacy

The number of projects meeting the adult education federal recommendation of 60 hours a month of adult education services may be slightly underrepresented because this number represents the number of hours offered by class, and adult participants have the opportunity to participate in multiple class offerings.

### **Projects Rated as Making “Adequate Progress” Based on 2004-05 Evaluation Rubric**

The CDE, working with Even Start coaches and evaluators, developed a rubric with criteria for rating the progress of Even Start projects in meeting the 2004-2005 state performance indicators and quality standards. The rubric specified the criteria and evidence to be used in determining the extent to which projects were making adequate progress. Each criteria was rated based on a four-point scale (4= Exceeds Adequate Progress; 3= Adequate Progress; 2= Some Progress, 1= Inadequate Progress). Provided below are highlights from the CDE review of 153 evaluation reports. These findings illustrate the percentage of projects rated as making or exceeding “Adequate Progress” (score of 3 or 4) based upon select program quality criteria and the extent to which the evaluation data provided for the California Performance Indicators were complete and representative of the population served.

#### **Program Characteristics**

Projects were rated on the following criteria: 1) provided services in all four program components; 2) enrolled families participated in all four program components; 3) duration of family participation; and 4) the number of families served each month. The percent of projects rated as making adequate progress for each criterion are presented below.

- 99% of projects implemented the four-component family literacy model
- 69% of projects reported that all enrolled families participated in all four components
- 83% of projects reported that 75% of their families participated for seven months or more
- 48% of projects enrolled 30+ families over the course of the year and served a minimum of 30 families each month for a minimum of 10 months

## Evaluation Data: Complete and Representative

Ratings of adequate progress regarding the quality of a project's evaluation data are based on the percent of program participants who met the attendance requirement specified in each Performance Indicator and for whom matched pretest/posttest scores were provided on the requisite assessment. In order for a project to be rated as "Making Adequate Progress", the project needed to provide pretest/posttest scores for 65% or more of the participants who had completed the minimum number of hours specified in the Performance Indicator. Provided below are the percent of projects that provided complete and representative evaluation data for key program offering and the criteria that were used to determine if a project was making adequate progress.

- ABE: 51% of projects met criteria  
(65% of adults had CASAS reading pretest/posttest scores + 100 hours)
- ESL: 86% of projects met criteria  
(65% of adults had CASAS reading pretest/posttest scores + 100 hours)
- PE+PCILA: 84% of projects met criteria  
(65% of adults had ESPIRS pretest/posttest scores + 50 hours)
- Preschool (ages 3-5): 72% of projects met criteria  
(65% of children had DRDP pretest/posttest scores + 100 hours)
- Pre-kindergarten: 84% of projects met criteria  
(65% of children had DRDP pretest/posttest scores + 100 hours)
- K-2+: 71% of projects met criteria  
(65% of children had promotion data + 100 hours)
- K-1: 62% of Kindergarten and 57% of 1<sup>st</sup> grade projects met criteria  
(65% of children had Progress Report Cards + 100 hours)
- Grades 2 & 3: 50% of 2<sup>nd</sup> grade and 35% of 3<sup>rd</sup> grade projects met criteria  
(65% of children had CST scores + 100 hours)

### **Adult Education/Literacy Performance Indicators - Reading**

Matched reading pretest and posttest scores were provided for a total of 3, 111 adult participants, representing slightly more than half of the adults (53%) enrolled during the 2004-05 year. Analyses of the 2004-05 participant data show that the majority of the adults enrolled in ABE or ESL classes met and/or exceeded the target goal specified in the adult education performance indicators for reading. Analyses of the project level data show that almost all projects achieved the ABE and ESL Performance Indicators for adult reading (i.e., 50% of participants made the required scaled score gain).

- Of the 154 ABE students with matched reading CASAS scores, 85% of the beginning level students and 73% of the intermediate level students achieved the required scaled score gain for their level.

- About half of the projects that serve ABE students provided CASAS data; the Performance Indicator target of 50% was achieved by 90% of the projects that provided data.
- Of the 2,957 ESL students with matched reading CASAS scores, 75% of the beginning level students and 70% of the intermediate level ESL students achieved the required scaled score gain for their level.
- All of the projects that serve ESL students provided CASAS reading data. The Performance Indicator target of 50% was achieved by 92% (Beginning level) and 86% (Intermediate level) of these projects.
- The weighted mean scaled score posttest reading gain for beginning level ABE programs was 16.33 scaled score points and 11.21 points for beginning level ESL (triple and double the expected gain of 5 scaled score points respectively). The weighted mean posttest reading gain for intermediate level ABE programs was 6.55 points and 6.11 points for intermediate level ESL programs (double the expected gain of 3 scaled score points). The posttest gains achieved by beginning- and intermediate-level participants were statistically significant.

#### **Adult Education/Literacy Performance Indicators - Math**

- Of the 149 ABE students with matched CASAS math scores, 81% of the beginning level students and 84% of the intermediate level students achieved the required scaled score gain for their level.
- About two-thirds of the projects that serve ABE students provided CASAS math data; 80% of these projects achieved the ABE Beginning Level Performance Indicator, and 89% of these projects achieved the ABE Intermediate Level Performance Indicator.
- The weighted mean scaled score posttest math gain for beginning level ABE participants was 11.54 scaled score points and 8.27 scaled score points for intermediate level student (double the expected gain for both levels). The posttest gains achieved by beginning- and intermediate-level programs were statistically significant.

#### **Adult Education Performance Indicators: GED and High School Diploma**

Participants enrolled in GED and High School Diploma classes exceeded the Adult Education Performance Indicator target goal which specifies that 50% of adults and teen parents would achieve their high school diploma within a three-year time period or a GED certificate within a two-year time period. The number and percent of participants who achieved their goal of a GED or high school diploma is provided below.

- 24 adults (97%) and 7 teen parents (100%) received an English GED certificate

- 39 adults (97%) and 114 teen parents (77%) received a high school diploma
- 42 adults (100%) received a Spanish GED certificate

**Child Performance Indicators: Preschool (Ages 3-5)**  
**Pre-Kindergarten (Transitioning to Kindergarten in 2005-06)**

California mandates the use of the Desired Results Developmental Profile or the Desired Results Developmental Profile Plus (a non-standardized, observation-based measure of child development) by early childhood education programs that receive state child development funds. Even Start children ages 3-5 were evaluated on 13 literacy related items on the DRDP or 12 literacy items on the DRDP+; projects were required to report student pretest/posttest progress on these literacy items. Even Start children ages 0-3 were evaluated on the entire developmental scales for their age levels; however, these results were not reported in the state evaluation continuation report.

The Child Performance Indicators for preschool children ages 3-5 specifies that 80% of the children who do not demonstrate full mastery of an item at pretest will progress one more ratings by posttesting (DRDP scale ranges from 1 = Not Yet to 4 = Fully Mastered). The Child Performance Indicators for pre-kindergarten children specifies that 80% of the children will demonstrate full mastery of each item by posttest.

DRDP/DRDP+ data were analyzed for 939 preschool children (ages 3-5) and 933 pre-kindergarten children (children ages 4-5 who will be entering kindergarten in the 2005-06 school year). The percentage of children who met the Performance Indicator standard for their age group is provided below. DRDP literacy items that were achieved by 80% of the target population are starred.

- **Language Comprehension:**
  - < 84% of preschool children progressed one or more levels by posttesting\*
  - < 79% of pre-kindergarten children fully mastered item by posttesting
- **Language Expression: Conversations**
  - < 81% of preschool children progressed one or more levels by posttesting\*
  - < 69% of pre-kindergarten children fully mastered item by posttesting
- **Language Expression: Sounds**
  - < 81% of preschool children progressed one or more levels by posttesting\*
  - < 70% of pre-kindergarten children fully mastered item by posttesting

- **Language Expression: Vocabulary**
  - < 81% of preschool children progressed one or more levels by posttesting\*
  - < 65% of pre-kindergarten children fully mastered item by posttesting
- **Reading: Letters**
  - < 81% of preschool children progressed one or more levels by posttesting\*
  - < 73% of pre-kindergarten children fully mastered item by posttesting
- **Reading: Print**
  - < 78% of preschool children progressed one or more levels by posttesting
  - < 68% of pre-kindergarten children fully mastered item by posttesting
- **Reading: Letter-Sounds**
  - < 74% of preschool children progressed one or more levels by posttesting
  - < 59% of pre-kindergarten children fully mastered item by posttesting
- **Books: Pretends to Read**
  - < 86% of preschool children progressed one or more levels by posttesting\*
  - < 81% of pre-kindergarten children fully mastered item by posttesting\*
- **Books: Discusses**
  - < 80% of preschool children progressed one or more levels by posttesting\*
  - < 69% of pre-kindergarten children fully mastered item by posttesting
- **Books: Draws and Talks**
  - < 81% of preschool children progressed one or more levels by posttesting\*
  - < 73% of pre-kindergarten children fully mastered item by posttesting
- **Writing: Pretend Writing**
  - < 80% of preschool children progressed one or more levels by posttesting\*
  - < 78% of pre-kindergarten children fully mastered item by posttesting
- **Writing: Letter-Like Symbols**
  - < 77% of preschool children progressed one or more levels by posttesting
  - < 70% of pre-kindergarten children fully mastered item by posttesting

- **Writing: 3+ Letters of Numbers**
  - < 77% of preschool children progressed one or more levels by posttesting
  - < 70% of pre-kindergarten children fully mastered item by posttesting

Approximately 59% of the projects that offered ECE for preschool children achieved the target goal specified in the Performance Indicator for each item (target goal: 80% of children will progress a rating for each item not mastered at pretest).

Nearly half (49%) of the projects that offered ECE for pre-kindergarten children achieved the target goal specified in the Performance Indicator for each item (target goal: 80% of children will fully master each item by posttesting).

### **K-2 Child Performance Indicators**

The Performance Indicators for Even Start children enrolled in kindergarten through second grade focus on school attendance, grade promotion, and achievement of the California grade level content standards. Performance Indicator data were analyzed for K-2+ children who received a minimum of 100 hours of academic support beyond the regular instructional program. Attendance data were provided for 2,237 K-2+ children, grade promotion data were provided for 1,205 K-2+ children, and content standards data were reported for 687 K-1 students. Test results from the California Content Standards Test (CST) were provided for 253 second grade students. California Content Standards Test results were also provided 105 third grade students, and CAT/6 scores were provided for 69 third grade students.

- **School Attendance:** 81% of K-2+ children attended school 95% of their possible school days (target of 85% of K-2+ children was not met).
- **School Promotion:** 98% of K-2+ children were promoted to the next grade level (target of 75% was met).
- **Kindergarten Content Standards:** 83% of kindergarten children achieved their grade-level content standards in reading, and 85% achieved their grade-level content standards in math (target of 75% was met).
- **First Grade Content Standards:** 75% of first grade children achieved their grade-level content standards in reading, and 85% achieved their content standards in math (target of 75% was met).
- **Second Grade CST Scores:** 42% of second grade children were rated as proficient in (language arts), and 61% children were rated as proficient in math (target of 75% was not met).

- **Third Grade CST Scores:** 41% of third grade children were rated as proficient in reading, and 59% children were rated as proficient in math (target of 75% was not met).
- **Third Grade CAT/6 Scores:** 41% of third grade students' CAT/6 reading scores were at or above the 50<sup>th</sup> percentile, and 64% of the third grade students' CAT/6 math scores were at or above the 50<sup>th</sup> percentile (target of 75% was not met)

### **Comparison of 2<sup>nd</sup> and 3<sup>rd</sup> Grade Even Start Student Achievement to State-wide Achievement Rates**

CCST reading and math data were analyzed for all California second- and third-grade students and for subsets of students including English Language Learners (ELL) and students enrolled in Even Start Family Literacy. Similar analyses were conducted for third-grade students based on their CAT/6 math and reading NCE scores.

Over three-quarters of Even Start students (77%) are classified as English Language Learners. Comparisons of the CST data for second- and third-grade students reveal that Even Start students are performing at a higher level than the ELL statewide average in English Language Arts. Comparisons of the CST data for math show that Even Start students are performing at a higher level than ELL 2nd grade students and all 2<sup>nd</sup> grade students statewide. Third-grade Even Start students out-perform both their statewide ELL counterparts and all students statewide on the CAT/6 reading and math tests.

- 42% of second-grade students enrolled in Even Start performed at the proficient level or above in reading/language arts compared to 22% of ELL students statewide and 44% of all second-grade students statewide.
- 61% of second-grade students enrolled in Even Start performed at the proficient level or above in mathematics compared to 43% of ELL students statewide and 56% of all second-grade students statewide.
- 41% of third-grade students enrolled in Even Start scored at or above the 50<sup>th</sup> percentile in reading compared to 15% of ELL students statewide and 36% of all third-grade students statewide.
- 64% of third-grade students enrolled in Even Start scored at or above the 50<sup>th</sup> percentile in mathematics compared to 38% of ELL students statewide and 54% of all third-grade students statewide.

## **Parenting Education and Interactive Literacy Performance Indicators**

Parents met and exceeded the target goal specified in the three Parenting Education Performance Indicators (i.e., 70% of parents will report that they engaged in specific parenting behaviors during the past year). Parent behavior was self-reported on the pretest/posttest CA-ESPIRS. The percentage of parents who reported engaging in the following behaviors at the end of the year is presented below:

- 97% of the parents reported that they read two or more types of adult reading materials, and 89% reported writing at home (total number reporting = 3,350)
- 92% of the parents reported reading to their children at least three times a week and 93% reported using at least three different interactive reading strategies (total number reporting = 3,331)
- 75% of the parents reported that they have home libraries of 25+ children's books (total number reporting = 3,350)
- 97% of the K-2+ parents reported that they attended a parent/teacher conference during the past school year (total number reporting = 1,714)
- 90% of the K-2+ parents reported that they attended a school event during the past school year (total number reporting = 1,714)
- 93% of the K-2+ parents reported that they observed a classroom activity during the past school year (total number reporting = 1,714)

## **Summary of Comparison of Evaluation Findings: 2001 - 2005**

Fours years of trend data were available for the adult education/literacy, parenting education and the K-2 child education performance indicators. Trend data were not available for preschool-age children because the child education performance indicators based on the DRDP have changed. Key findings based on comparisons of the 2001-02, 2002-03, 2003-04 and 2004-05 data reveal the following:

### Numbers Served

- Even Start served a total of 5,842 families in 2004-05, which is more than double the number served in 2001-02 and an increase of 1,735 families from 2002-03 and an additional 517 families from 2003-04.
- The number of adult and child participants served have gone up over 80% from 2001-02 and then remained fairly constant during 2003-04 to 2004-05.
- The number of Even Start projects increased each year. There were 93 Even Start projects funded in 2001-02 and 107 funded in 2002-03. An additional 44 programs were funded in 2003-04 (n=151) and 153 programs were funded in 2004-05.

### Participant Characteristics at Time of Enrollment

- The majority of Even Start adult participants served each year were English Language Learners. The percentages range from 87% in 2002-03 to 82% in 2003-04 and 85% in 2004-05.
- The percentage of ELL children increased from 70% in 2003-04 to 77% in 2004-05.
- The majority of the families served in Even Start programs were living at or below the federal poverty level. The percentage fluctuates from year to year ranging from a high of 90% in 2002-03 to 83% in 2004-05.

### Program Intensity

- The median number of hours offered in adult education increased substantially from 2003-04 to 2004-05 (ABE 76% increase; ESL 68% increase; GED 64% increase).
- The median number of hours offered in teen parent education classes remained consistently high at 710-720 hours/year.

- The median number of hours offered in parent education and interactive literacy increased from less than the federal recommendation of 20 hours/month in 2003-04 (19 hours/month) to slightly more than the federal recommendation in 2004-05 (21 hours/month).
- The median number of ECE hours offered for infants, toddlers and preschool age children increased slightly from 2003-04 to 2004-05 but still does not meet the federal recommendation of 60 hours/month for infants and toddlers and 65 hours/month for preschool students.
- The median number of hours of academic supplemental support for children in grades K-2+ increased from 15 hours/month in 2003-04 to 22 hours/month in 2004-05.

#### Achievement of Adult Education Performance Indicators

- The percentages of adult participants with matched pretest and posttest CASAS scores increased slightly over time: from 52% in 2002-03 and 2003-04 to 53% in 2005-06.
- The percentages of beginning level adults enrolled in ABE programs who achieved the ABE Performance Indicators in reading and math increased substantially from 2001-02 to 2004-05 (65% to 85% in reading and 56% to 81% in math). Note also the large drop in the number of low level ABE students served statewide: from 247 in 2001-2002 to only 20 adults in 2004-2005
- The percentages of intermediate level adults enrolled in ABE programs who achieved the ABE Performance Indicators in reading and math also increased substantially from 2001-02 to 2004-05, (53% to 73% in reading and 49% to 84% in math).
- The percentages of adults achieving the ESL performance indicators in reading increased each year from 2001-02 to 2004-05 (68% to 75% for beginning level students and 65% to 70% for intermediate level students).
- The percentages of adults achieving their goals of a high school diploma, English GED or Spanish GED increased dramatically from 2002-03 to 2004-05. In 2002-03, 61% of participants achieved their goals, and during the 2004-05 project year, 97% with the goal of a high school diploma earned their diploma and almost all participants pursuing a GED earned a certificate (92% English GED and 100% Spanish GED).
- The percentages of teen parents who achieved their goals of a high school diploma decreased from 100% in 2003-04 to 77% in 2004-05.

### Achievement of K-2+ Child Education Performance Indicators

- The percentages of K-2+ children who attended school at least 95% of their possible school days fluctuates from a low of 81% (2004-05) to 84% in 2003-04. The Performance Indicator for K-2+ child attendance in compulsory education (85% of the K-2 children will attend 95% of their school days) has not been achieved in three years.
- The percentages of K-2+ children who were promoted to the next grade level has remained constant at around 97%. The Performance Indicator for K-2+ child promotion has been achieved each year for three years.
- The percentages of K-2+ children who achieved the reading content standards for their grade level increased from 2003-04 to 2004-05. The Performance Indicator target of 75% of children reading at grade level was achieved by kindergarten and first grade students for the first time in 2004-05.
- The percentages of K-2+ children who achieved the math content standards for their grade level also increased from 2003-04 to 2004-05. The Performance Indicator target of 75% of children doing grade level math was achieved during the 2004-05 year by kindergarten and first grade students.

### Achievement of Parent Education Performance Indicators

- The percentages of parents achieving the parenting education performance indicators increased from year to year.
- The percentage of parents who reported that they read to their child at least 3 times a week and used interactive reading strategies increased from an average of 72% in 2001-02 to 92% in 2003-04.
- The percentage of parents reported that they were involved in their child's education increased each year: 68% reported that they attended a school event in 2001-02 to 90% in 2004-05 and 80% who attended a parent/teacher conference in 2001-02 to 97% in 2004-05.

## Conclusion

Continuation Evaluation Reports were submitted by 153 of the 154 California Even Start programs funded during the 2004-05 project year. Programs provided an array of services to 5,842 “high need families” characterized by low literacy and high poverty. Eighty-five percent of the adult participants and 77% of the children were classified as English language learners. The majority of families (63%) remained actively enrolled in Even Start over the course of the year, with 37% participating for more than 12 months and 29% participating for 7-12 months.

Program intensity and participant attendance data were analyzed for 144 projects that had completed at least two years of program implementation. Analyses of the program intensity data reveal that 57% of the second-year+ projects met the minimum number of instructional hours recommended by the United States Department of Education for the components of parenting education and interactive literacy (20 hours/month). Thirty-six percent of projects met the minimum intensity recommendation of 65 hours a month for preschool education. About one-third of the projects (32%) met the recommendation of 60 hours a month for adult education. These findings, however, may under-represent the total number of adult education hours offered because participants have the opportunity to participate in multiple adult education class offerings.

Analyses of participants’ mean attendance rates indicate that 50% or more of the adults attended 32% of hours offered in adult basic education classes, 44% of hours offered in ESL, and 44% of hours offered in high school diploma or English GED classes. Half of the teen parents attended 52% of the instructional hours offered in high school diploma or GED classes. Fifty percent of adults and teen parents also attended 47% of the interactive literacy activities and 42% of the parenting classes offered over the course of the project year.

The California Department of Education Even Start Office developed Performance Indicators for the four components of family literacy programs, and projects are required to report outcome data on each indicator annually. Matched pretest and posttest scores were provided for 53% of the adults enrolled in adult education/literacy classes. Analyses of the outcome data revealed that over 70% of adults enrolled in ABE and ESL classes met and/or exceeded the reading and math benchmark scores. The weighted mean posttest scaled score gains in reading and math were statistically significant, and the posttest gains were double the target gains specified in the Performance Indicators.

Over 80% of the projects reported that the adults enrolled in their programs achieved the adult education reading and math Performance Indicators. Almost all of the adults and teen parents enrolled in high school diploma and GED classes achieved their goals of a diploma or GED certificate. Adult and teen parents also met and/or exceeded the Performance Indicator standards for parenting education.

The Performance Indicator target of 80% was achieved for 9 of the 13 DRDP Literacy items included in the Child Performance Indicators for preschool age children ages 3-5. **Children demonstrated growth in the acquisition of language skills related to comprehension, language expression, reading letters, writing and using books.** The Performance Indicator for pre-kindergarten children specifies that 80% of the children with at least 100 hours of ECE instruction will “fully master” the 13 DRDP literacy items by the end of the school year. The Pre-K Performance Indicator was not achieved; DRDP items were fully mastered by 59% to 81% of pre-kindergarten children (depending on the item).

Children enrolled in kindergarten through second grade who received a minimum of 100 hours of academic support beyond the regular school year made considerable progress in achieving the reading and math content standards for their grade level and almost all students were promoted to the next grade. **The K-2 Content Standards Performance Indicator which states that 75% of children will perform at grade level was achieved by kindergarten and first grade students in reading and math in 2004-05.**

**Comparisons of the statewide California Star Test results document the achievements of second-grade Even Start students; higher percentages of Even Start students were rated as proficient in reading and math compared to their English Language Development (ELD) counterparts statewide and Even Start students’ reading and math proficiency rates were comparable to all second-grade students statewide.**

The number of Even Start funded programs and number of Even Start families doubled from 2001-2002 to 2004-05 and has leveled out at about 150 projects serving nearly 6,000 families. Almost all of the 2004-05 projects were rated as making adequate progress in terms of providing the four component family literacy model; two-thirds of the projects were rated as “adequate” regarding family participation in all four components. About half of the projects served at least 30 families a month for 10 or more months.

Trend data based on four years of participant outcome data were available for the majority of the Even Start Performance Indicators. These data show that, for almost all of the adult education and parent education performance indicators, the percentages of adult participants who achieved the indicator standards increased each year from 2001 through 2005. The percentages of K-2 children who achieved their grade level content standards also increased from 2003-04 to 2004-05.