

CHAPTER 3: SERVICES AND ACTIVITIES IN THE 18 EDS PROJECTS

This chapter describes the services and activities provided in the 18 Even Start projects that participated in the Experimental Design Study (EDS). It examines the ways in which the EDS projects organized and offered their services. The information is based on two-day site visits conducted in the 1999-2000 and 2000-2001 program years. The visits included interviews with staff from Even Start and collaborating agencies, observations of early childhood and adult education classes, and interviews about program costs. Key findings from this chapter are:

- ❑ In the 18 EDS projects, adult education was generally center-based, co-located with early childhood education services, and provided by staff from collaborating agencies.
- ❑ In the 18 EDS projects, parenting education was provided through parenting classes, home visits and PACT time. Parenting education had a dual focus on literacy issues as well as on life skills information (e.g., transportation, nutrition, health).
- ❑ Thirteen of the 18 EDS projects provided their own early childhood education, either co-located with adult education classes or nearby.
- ❑ Based on the Early Childhood Environment Rating Scale (ECERS), early childhood education classrooms observed in the EDS were comparable in overall quality to Head Start classrooms. In spite of this, half of the early childhood classrooms scored below 5.0 on the ECERS. Staff-child interactions were generally positive and age-appropriate; however, language and reasoning skills were not frequently encouraged by the staff.
- ❑ Most Even Start classrooms in the EDS had books displayed and available for children to use, and all had a library or reading corner or area. In all the classrooms, there was a specific area set aside for book reading, the books were appropriate for a range of reading levels. Nearly 90 percent of the classrooms had a distinct area set up for writing, stocked with paper and writing tools. Compared with Head Start, Even Start classrooms had fewer books available to children, and were less likely to have writing areas and tools for writing or displays of children's written work.
- ❑ The EDS projects spent 55 percent of their federal Even Start funds on instructional services: 34 percent for early childhood education, 12 percent for adult education, and nine percent for parenting education. An additional nine percent was spent on support services. Thus, almost two-thirds (64 percent) of the EDS projects' federal funds were spent on the direct provision of services. Remaining federal funds were spent for program administration and coordination (20 percent), evaluation (six percent), case management and recruiting (four percent), and a variety of other functions (six percent).

SELECTING PROJECTS FOR THE EDS

The 18 EDS projects are not a nationally representative sample of all Even Start projects. Instead, they were selected purposively based on the following criteria. First, the project had to minimally meet Even Start's legislative requirements. The EDS was to be conducted in projects that were operating as intended in the Even Start legislation. For example, each project needed to offer all core services, recruit the neediest families, provide home visits to families as well as some time for the parent and child to learn together, and operate on a year-round basis.

Second, the project had to provide either moderate or high intensity services, relative to the population of Even Start projects. Center-based projects needed to offer at least 13 hours per month of early childhood education at the preschool level, nine hours per month of adult education and five hours per month of parenting education. In this way, projects providing only minimal services were excluded from the EDS. An exception to these levels was made for home-based projects, which offer more individualized but less intense services than center-based programs (one home-based project was included in the EDS).

Third, the project had to have the capacity to recruit at least 30 new families and be willing to randomly assign 20 families to Even Start and 10 to a control group. To meet the requirements of the research design, projects needed to have an adequate pool of eligible families, the space to serve new families and the willingness to allow the families to be assigned randomly to the program or a control group.

Information about the extent to which projects met these criteria was taken from ESPIRS data and verified first by telephone calls and then by site visits. In addition, projects were characterized by geographic area, location in an urban or rural community and proportion of Hispanic ESL families served. The sampling and site selection process was divided across two program years -- 1999-2000 and 2000-2001. Eleven projects began the study in fall 1999 and another seven projects began the study in fall 2000.

OVERVIEW OF EDS PROJECT OPERATIONS

The 18 EDS projects are distributed across 14 states in all regions of the country. Five projects were relatively new and had been in operation only two years at the time of the site visits, while four projects had been in operation in some capacity for more than eight years²⁹ (Exhibit 3.1). The majority of the projects are in urban areas and provide services predominantly to Hispanic ESL families. Seventy-five percent of the families in the EDS identified themselves as Hispanic or Latino, compared with 46 percent in Even Start projects nationally. Further, 83 percent of the EDS projects are in urban areas, compared with 55 percent of Even Start projects nationally. Thus, compared with the Even Start population, the 18 EDS projects over-represent

²⁹ The federal requirements on the length of time an Even Start project can be funded has changed over time. The original legislation stipulated that projects could only be funded for two four-year grant cycles. However, projects could reapply as "new projects" for additional grant cycles if they changed substantially. The most recent reauthorization does not set a time limit on funding to individual grantees.

projects that serve ESL Hispanic families in urban areas. While such over-representation means that care should be taken in applying the findings to Even Start projects as a whole, almost 50 percent of the families served by Even Start are Hispanic and about 50 percent of the projects are in urban areas. Hence, the EDS findings do apply to an important and growing part of the Even Start population. A brief sketch of the key components of each EDS project is given below.

Decatur, AL. This Even Start project served 35 families, primarily with children under four years of age. The project was in the middle of its second grant cycle at the time of the site visit and maintained an active waiting list. Early childhood education classes were offered for children in three separate classrooms: birth to two years, two to three years, and three to four years. Parents were offered ESL or GED preparation during the same time as the children's program, from 8:30 a.m. until noon, four days a week. Principal community collaborators included Athens University and Calhoun Community College. Parent-child time was scheduled twice a week and parenting classes, led either by the director or by a collaborator, took place the other two days. The whole family participated in home visits. During the summer, there was a similar, although somewhat less structured, four-week program and more family activities.

Phoenix, AZ. This project is part of the Isaac School District preschool program which first received an Even Start grant in 1989. It is located on the same urban campus as several other state and federally funded preschool programs. About 120 families participated and received integrated parenting education, adult education and early childhood education on a year-round basis. Services match the school district calendar and follow a "nine-week on, two-week off" model. A five-week summer break occurs in June and July. The parenting education component included two hours of class time per week, parent-child time in the early childhood classroom and monthly home visits. The adult education component consisted of two 2.5 hour classes per week. Even Start children ranged in age from three to eight years; the greatest proportion of children were preschool-age and participated four mornings a week, Monday through Thursday, for four hours.

Montclair, CA. The project in the Montclair-Ontario School District built on existing pre-kindergarten and kindergarten classes in three elementary schools. Each of the three sites had the capacity for 25 Even Start families. Even Start participants did not have separate classes. Rather, they were integrated into existing adult and child programs at the three schools. Four- and five-year-olds attended pre-K and kindergarten at the schools. Younger children received home visits. Adult education, primarily ESL, was taught at the elementary schools by staff from the local adult education center. Parenting education classes were offered twice a month, and parents were required to volunteer in their child's classroom at least twice a month. Each family received two home visits per month in which activities are coordinated with those in the early childhood classroom. The Montclair-Ontario district in which the project operates has year-round school.

Carrollton, GA. This Even Start project is part of a comprehensive approach to services offered by the Carroll County Parenting Program and jointly sponsored by the county's Board of Education and the Department of Family and Child Services. The project, which received its first Even Start grant in 1994-95, had the capacity to serve 65 families. The project focused on teen mothers who were at risk of dropping out of high school and was designed to help them

complete a high school diploma. Project staff worked with high school counselors to coordinate services for parents. The project provided ABE and GED preparation classes for teen mothers who dropped out of high school. Four-year-old children participated in the state's universal pre-K program; five-year-olds were enrolled in public kindergartens. Children under age four were grouped by age into four classrooms at a child care center adjacent to the high school. A two-hour parenting group was conducted weekly during lunchtime. Home visits, using the Parents as Teachers curriculum, took place one to six times a month, depending on the needs of individual families. During the summer, early childhood, parenting education, home visits and GED classes continued on the same schedule; in addition, during the summer of 1999, project staff offered a one-month seminar on parenting and life skills that was attended by about 20 parents.

Godfrey, IL. This project, administered by the Lewis and Clark Community College, is located in a strip mall that also houses Family and Community Services (FCS), a local agency that operates an early childhood program. Even Start children attended Head Start, Early Head Start or a early childhood program operated by FCS. Even Start provided on-site GED classes four days a week from 8:15 a.m. to 2:15 p.m., home visits twice a month, a half-hour of parent-child activities four days a week and weekly parent groups. A counselor from FCS was on site once a week and was available to meet with Even Start parents upon request. The project, in its fourth year of operation at the time of the site visit, served about 20 families and children from birth through age seven. The staff has operated a family literacy program in collaboration with a local Head Start program and the local community college since 1991. Services were offered year-round, with a program for school-age siblings and field trips during the summer.

Wichita, KS. Located in the Little Early Childhood Education Center, this project is an integrated part of the school district's early childhood education program which first received an Even Start grant in 1989. The project served about 35 families at a time, with children from birth to five years of age. For older children and other family members, the project offered an array of after-school activities, special events and home visits. Parents and preschool children attended Even Start seven hours a day, four days a week. For parents, 16 hours a week were spent in adult education classes, four hours of which were spent working independently on academic studies in the project's computer lab. Two hours per week were spent in the computer lab learning job skills. Four hours per week were set aside for parenting classes and two hours for parent-child time. Each family received five or six home visits during the school year. The first Friday of each month was reserved for staff meetings; home visits took place on the remaining Fridays. Class time was unchanged during the summer except for a month's vacation in August.

Kansas City, KS. The Even Start/TEACH Family Literacy Project is part of the Kansas City School District and served 23 families, with children three to eight years of age. At the time of the site visit, the adult education, early childhood and parenting components were located at the M.E. Pearson Elementary School. In January 2001, they moved a few blocks to larger space in the Lowell Elementary School. ESL classes ran for two hours in the morning and GED classes ran for two hours in the afternoon, four days per week. Child classes followed the same schedule as adult education, and both operated throughout the August-June school year. At the end of morning and afternoon adult education classes, parents and children came together for joint activities. Parenting education classes took place weekly for an hour; home visits occurred primarily in the summer along with Reading is Fundamental parties and field trips. Other

services included bus passes for transportation to and from classes offered through the Kansas City Public Housing Office and translators provided as needed through the KCK School District.

Shelbyville, KY. The Ohio Valley Educational Cooperative (OVEC), 13 school districts in the northwest corner of Kentucky, is the fiscal agent for the Shelbyville, KY Migrant Education Even Start (MEES) project. The area served by the project spans about 120 miles and is divided into four administrative regions, each with a coordinating teacher and project staff. The project, coordinated by a director and her staff at the OVEC office, was at the end of its second grant cycle at the time of the site visit. Full capacity for the project is 75 families. Early childhood classrooms served children from birth to five years of age and used the *High/Scope* curriculum. The adult education program consisted of ESL lessons, administered by the MEES staff, which incorporated life skills as well as pre-GED training. Most adult education activities also incorporated parenting topics. Parents and children began their day with a meal together and up to 30 minutes of parent-child activities. The project switched from a home-based to a center-based program in the fall of 1999. The frequency of home visits varied by region.

Bloomington, MN. This project is administered by the Bloomington School District's Community Education Division in collaboration with the local public health department. At the time of the site visit, the project was in its third year of operation, building on a previous eight-year family literacy program that had operated with the same director. The project is housed in the F. Wilson Pond Family Center where Even Start has its own infant, toddler and preschool classrooms and an administrative office, and shares two adult education classrooms with the district's other parenting and adult education programs. Families attended the program from 9:00 a.m. to 1:00 p.m. Monday through Thursday. The majority of adults were learning ESL. Each day, parents and children attended separate classes from 9:00 a.m. to noon, then met for parent-child activities from 12:00 p.m. to 12:30p.m., followed by lunch. Project staff conducted monthly home visits. Support services included transportation to and from the center by van, breakfast for children, and lunch for parents and children. At the time of the site visit, the project was serving 22 mothers and 32 children. A somewhat shorter summer program ran for six weeks during June and July and incorporated one field trip per month and more time outside.

Mountain Grove, MO. In operation since July 1998, this project is located in the Family Education Center, a ranch-style duplex renovated and maintained by the city. One side of the structure houses the Even Start administrative offices and early childhood classrooms while the other side houses the Adult Learning Center's GED/ABE class, supported by the Division of Family Services. Parents and children attended Monday through Thursday from 8:00 a.m. to 3:00 p.m. Core services consisted of daily parenting education classes, early childhood education provided in either an infant/toddler or preschool classroom, a GED/ABE class, parent and child together time and monthly home visits provided by a family educator using the *Parents as Teachers* curriculum. While the focus of the project was on children birth to five years of age, older siblings were included during school vacations. At the time of the site visit, eight families were enrolled, with eight children in the infant/toddler class and six in the preschool class. The project offered a number of support services, including transportation to and from the project, breakfast for the children and lunch for both children and parents.

Syracuse, NY. This home-based project in Onondaga County is a partnership between the Consortium for Children’s Services, which provides the early childhood education and parenting education, and the Board of Cooperative Education Services that provides adult education services. Early childhood education and parenting education were provided by a family educator during 90-minute weekly home visits. The project collaborated with Head Start and public preschool programs for children age three or older. Adult education services included (1) home tutoring for parents with less than an eighth grade reading level, where parents received weekly home visits and a packet of instructional materials that they were expected to work on one hour a day; (2) home study for parents with more than an eighth grade reading level, where parents received home visits every other week and materials geared toward preparing for the GED test that parents are expected to work on six hours a week; and (3) formal GED classroom instruction. At the time of the site visit, the project was serving 51 families and about 100 children, most of whom were less than four years old.

Oklahoma City, OK. This project, part of the Oklahoma City School District, has been in operation since 1990. The original site is now a mentoring site, and there are three newer satellite sites. Two of the four sites are located in Title I schools and two are in neighborhood churches. The original mentoring site, which is also the largest site serving about half of the total enrollment, is now supported by Title I funds; the three other sites are supported by Even Start funds. The project served approximately 120 families and 140 children. About one-third of the children were less than two years old and the rest were between two and five years of age. In three of the four sites, where families are recent immigrants from Mexico, adult education focused on ESL instruction and GED preparation conducted in Spanish. In the other site, most adults participated in GED classes in English. Early childhood education was provided at the same time as adult education classes. Parent education included a weekly one-hour parenting class taught by the adult education teacher; weekly play groups for parents and children; and weekly home visits. The project continued in the summer on a reduced schedule—about one-third of the families participated and the focus was on parenting education.

Reading, PA. This project, also growing out of one of the original Even Start grantees, is administered by the Reading Area Community College (RACC) and offered early childhood education classes, GED and ESL adult education, parenting sessions and parent-child activities at RACC and a local church. The project primarily served Hispanic families with adults attending ESL classes. The early childhood component included children 18 months to seven years of age, using part of the *High/Scope Curriculum* and *Assured Readiness for Learning*. Adult education was taught by RACC staff. The project provided monthly home visits, transportation to and from all classes, childcare for younger siblings and some older siblings, and translation services if needed. At the time of the site visit, 41 families were enrolled. The project operated a summer program for adults and children at the church site, where two days a week were spent in classes, one day at the library and one day for an educational field trip.

Austin, TX (ASPIRE). This project is run by a non-profit organization, Communities in Schools, which operates a number of educational programs throughout central Texas. Even Start had classroom space in an elementary school, on a campus that encompasses at least a dozen portable classroom buildings, and in a church site across the street. There were typically 40 to 45 families enrolled at any given time, mostly recent immigrants from Mexico. The project

offered infant and toddler classes for children under age three; children older than three attended either Head Start or the district preschool. The project collaborated with HIPPY and Parents as Teachers for home visits and some parenting groups, used Even Start staff to provide ESL instruction, and collaborated with a local community college for GED preparation.

Austin, TX (AVANCE). Run by AVANCE, a private, non-profit, community-based organization serving Hispanic communities in the Southwest, this project operated early childhood and adult education classes at two sites, the Allan and Palm elementary schools, in the city's most disadvantaged neighborhoods. At the time of the site visit, the project served approximately 60 families. Parents and children attended classes two days a week for four hours a day. Parenting education was a strong focus, with an hour-long parenting education class each day and one home visit per month. Early childhood classes were held for children from birth to four years of age in a former elementary school classroom, which was divided by bookshelves into space for infants up to 18 months and children 18 to 48 months of age. The AVANCE parenting units provided the context for the early childhood classroom activities. Older children and other adult family members were involved in monthly home visits and scheduled special events. During the summer, the project operated on a reduced two-hour per day schedule.

Houston, TX. This project is in its second grant cycle, and most staff members have been with the project since its inception. Even Start provided bilingual activities for the 50 enrolled families and operated four days per week in an elementary school. There were two morning childcare rooms: one for children 14 months to 2.5 years, the second for children 2.5 to four years. In the afternoon, the older group went to Children's House, a preschool led by a teacher from a local Montessori program. Most adults attended ESL classes at the elementary school at the same time that their children were in childcare or preschool. GED classes and an evening ESL class were offered at the Houston Learning Center, a few miles from the school. Parent activities included a mother/baby class offered once a week for mothers with children from two to 14 months old, weekly parent-child activities on the one day that childcare and preschool were not offered, weekly parenting classes, and home visits at least twice a month. The project operated an after-school program for school-aged children one afternoon a week.

San Angelo, TX. This project operated at three of the district's elementary schools. Over the course of the school year, about 70 families were enrolled across the three sites. At each site, adult education classes, including ESL and pre-GED preparation, were taught by teachers from Coop-42, a 29-county collaborative that provided adult education in the community for more than 30 years. An early childhood program operated concurrently with adult education, five mornings a week from 8:00 a.m. to 11:30 a.m., for children between nine months and four years of age. Parenting education included a one-hour segment of the adult education class one morning a week, daily parent-child time held at the conclusion of class time each day, and monthly home visits. During the summer, the project ran two days a week instead of five to allow time for staff vacations, program planning and professional development. Project activities continued year-round except for a three-week summer vacation.

Norfolk, VA. All center-based services for this project took place at the Berkeley Campostella Center, an elementary school and an early childhood center that was open from 9:00 a.m. to 2:30 p.m. weekdays. Nearly 250 three- and four-year-old children from low-income

families attended preschool daily at the center. About 45 families were enrolled in Even Start, and their preschool children were part of the center's program; children under age three attended separate Even Start classes. Parents who were not employed during the day attended adult education classes held at the same time as the children's program, with time set aside for parenting group discussions and work preparation activities. For parents who worked during the day, an evening GED preparation class at the Norfolk Adult and Vocational Education Program was taught by the same teacher who led Even Start classes during the day. Every family in the project received at least one home visit per month, more frequently if special needs arose. Participants received an array of support services including transportation; before- and after-school childcare (for working parents); health services; daily breakfast and lunch for parents and children; and speech, hearing, and vision screenings as well as dental check-ups for children.

HOW EDS EVEN START PROJECTS IMPLEMENT THE PROGRAM ELEMENTS AND OTHER KEY PROGRAM FEATURES

This section presents qualitative information examining the ways in which the 18 EDS projects implement Even Start's program elements. These data were gathered during site visits conducted in the 1999-2000 and 2000-2001 program years. The discussion differs from the presentation in Chapter 2, where we presented statistical summaries describing the universe of Even Start projects.

IDENTIFY AND RECRUIT FAMILIES

While nearly all EDS projects began recruiting with an initial effort in the late summer or early fall, recruiting generally continued on a year-round basis. In this way, projects ensured that they had full classes of both children and adults at the beginning of each new school year. Most projects involved all early childhood education and parenting education staff in recruiting, although a few used just administrative staff, such as the coordinator or case managers.

Projects used a variety of recruiting techniques including distributing fliers and brochures, placing public service announcements on Spanish radio, running newspaper ads and referrals from community social service agencies. Many Even Start staff made presentations at events such as kindergarten registration, PTA meetings, local church meetings, community events and fairs, and housing project forums. Some projects provided opportunities for visits or tours of the program in operation. Four EDS projects relied heavily on "word of mouth" to find new families similar to those they are currently serving; these projects were all in their second or third Even Start grant, and presumably well-known in the community. Ten other projects used word of mouth in conjunction with other recruitment techniques.

There are two ways to think about recruiting the neediest families. One way is to ensure that participants are the neediest *among those who apply* to participate. Most projects screened applicants for social and emotional risk factors in addition to testing for skill levels (see next section). Several developed screening inventories and selection forms which generated a rating

or score to determine which families were most at risk within the applicant pool. For example, the project in Phoenix, AZ had a three-page screening questionnaire, completed during a home visit, that asked about a family's income, education, employment and a number of other need characteristics, in addition to their willingness to participate in the core services. Applicants who had the highest need score and were willing to participate in all instructional components were considered to be top candidates. Similarly, in Shelbyville, KY, families were given points for residency in a local housing development or Title I attendance area, recent immigrant or limited English proficiency, parents' lack of a high school diploma, low household income, teen and/or single parent status, and commitment to full program participation.

The second way to recruit those most in need is to identify the neediest families *from the community at large*. Many projects aimed to accomplish this by seeking referrals from social service agencies, such as welfare offices or school departments (e.g., adult education, early intervention). Twelve of the EDS projects used such referrals as one of their recruitment strategies, and a few relied on this approach as their primary recruitment method. For example, the project in Norfolk, VA focused on residents from public housing authority buildings and determined need based on parents' education level, age, income and number of children. Some Even Start projects asked families about their receipt of public assistance such as WIC, food stamps, and Medicaid, or the children's eligibility for free- or reduced-price school lunch.

Less frequently, projects collected data to identify those most in need. One example of this is AVANCE in Austin, TX where, in preparation for their Even Start application, staff reviewed a neighborhood needs assessment conducted by the local Community Action Network. From this report, they identified neighborhoods by zip code where residents were rated as having limited English proficiency, a median income less than half the county average, and where more than half of the elementary school children failed the Texas basic skills test. Even Start staff then went in teams to knock on doors and recruit families from these neighborhoods. Staff from the Kansas City project also went door-to-door in low-income neighborhood surrounding the elementary school where Even Start was located.

Fewer than half of the EDS projects had waiting lists. Most frequently, families were turned away or put on a waiting list because the early childhood classrooms were full. Only in rare cases were families excluded from the project because they were ineligible or not the most in need.

SCREEN AND PREPARE FAMILIES

All of the EDS projects reported having a system for screening adults and children using a variety of standardized tests and rating systems. For adults these tests were typically the Tests of Adult Basic Education (TABE), Basic English Skills Test (BEST), Comprehensive Adult Student Assessment System (CASAS), or Test of English as a Foreign Language (TOEFL). Children were most frequently assessed with the Denver Development Screening Test or the child measures that have been used in the national Even Start evaluation: Preschool Language Skills (PLS3), Preschool Inventory (PSI) or Peabody Picture Vocabulary Test (PPVT). Some

projects completed a medical history for the parent and child, completed a child health screening, or conducted a special needs or early intervention assessment for each child.

Even Start projects used a variety of enrollment strategies, ranging from intake interviews to large group meetings. Whatever the format, most projects used the enrollment interview or meeting to describe the Even Start program and its policies, such as minimum attendance criteria, expectations for length of enrollment and termination policies. Following the initial informational meeting, an official application was completed by potential participants, usually working with an Even Start staff member. Beyond the initial enrollment meetings, some projects visited each family while others held special events and classroom tours. The Wichita, KS project had a two-week orientation at the end of August. Even Start staff described each component of the program, project rules and expectations; administered assessment tests for placement purposes; and introduced a calendar planner designed to help families learn organization skills. At the end of the two-week orientation, after all paperwork was completed, the staff social worker made a home visit to each family. Staff in Wichita believed that this comprehensive approach to enrollment ensured that families understood the commitment involved in participation and helped to keep their dropout rate to only one or two families a year.

While not all projects had as long an orientation period as Wichita's, 10 EDS projects had a trial or probation period during which Even Start staff assessed a family's commitment to the project and families had the chance to learn about project services and requirements. In most projects, these were not formal probation periods where parents were put on notice about their possible termination. Rather, they were extended enrollment periods during which families learned about the project, completed in-take forms, and, in some cases, participated in project services. Some projects purposefully extended the time needed to complete the enrollment process to be sure that families understood all requirements. The typical length of the probation period was two to four weeks, although one project had a three-month probation period.

Ten EDS projects required participants to sign a contract or participation agreement prior to enrollment. The contracts usually specified the project's enrollment requirements including participation in all instructional services, attendance policies and expectations about length of participation. For example, some projects asked families for a one-year commitment. The contract ensured that parents understood expectations and agreed to meet minimal requirements.

EDS projects had an average 25 percent dropout rate (reported by project staff) between initial screening/recruitment and enrollment. The numbers varied widely among projects, however, from as few as one or two families to as many as 75 percent of applicants. Reasons commonly cited for this early attrition were that the parent got a job with a conflicting schedule, the family misunderstood program expectations and time commitment, the family moved, or the family was either experiencing some sort of crisis or the mother was ill or pregnant. Less frequently, projects encountered objections from a family member to having young children or a spouse in school. Occasionally, staff simply could not find a family who had been referred by a social service agency (e.g., families without a telephone or those who are homeless).

After enrollment and any probation period, the average dropout rate in EDS projects was only about 15 percent. In about half of the projects, the dropout rate was 10 percent or less;

however, it was 50 percent in one project and 25 to 30 percent in three other projects. Some families left the program on their own, for the same reasons cited above for early attrition—the parent got a job or the family misunderstood the time commitment or program expectations. Families sometimes were let go by the project, most often because of poor attendance. Projects were reluctant to drop families, but want to enable interested families to participate.

Maintaining attendance was emphasized by most EDS projects. Many used incentives to engage families in program activities such as parents' night out, family nights, holiday parties, picnics and field trips. The Godfrey, IL project held a pizza party if all of the parents attended both of the parent-teacher conferences. Projects also held special monthly incentive events for those with good attendance, or gave out attendance coupons or program certificates that could be used for purchases at local stores or from supplies maintained by the Even Start project. For example, Carrollton, GA had an incentive program called "Baby Bucks." Parents received special coupons for accomplishing goals such as bringing in their child's immunization forms, reading to their children and making good grades in high school. Once a month, the center opened the Baby Bucks Store, where students could trade coupons for educational and child care materials (e.g., baby products, school supplies, children's books). The project obtained merchandise for the Baby Buck Store from local merchants and community organizations.

PROVIDE SUPPORT SERVICES AND FLEXIBLE SCHEDULING

Each center-based EDS project offered early childhood classes that met at the same time as adult education classes. This scheduling overlap provided an enriching experience for children, while enabling parents to attend adult education classes. Five projects offered adult education during the evening or the opportunity to join community adult education classes held at night. Childcare was less likely to be available for evening classes, when young children might be at home with another relative or asleep. However, the Shelbyville, KY project provided early childhood classes during early evening adult education classes. Projects made other accommodations for working parents. For example, the Decatur, AL project allowed working parents to attend classes two days/week and required parents without a job to attend four days/week. In addition to childcare, the most frequent support services were transportation and meals for parents and children, typically provided by the cooperating local school district. Transportation was provided for parents and children in eight EDS projects.

PROVIDE HIGH-QUALITY, INTENSIVE INSTRUCTIONAL PROGRAMS

Each Even Start project was mandated to provide high-quality instructional services, of sufficient intensity to lead to positive outcomes for families. Beyond this, the legislation in place at the time of this study did not specify what was meant by quality or intensity.

Adult Education. Seventeen EDS projects provided center-based adult education. The one exception was Syracuse, NY where Even Start was home-based and the majority of services were provided during weekly or biweekly home visits. During home visits, an adult educator worked individually with a parent on reading and math exercises and gives assignments for the

parent to complete before the next visit. In most other projects, the adult participant, typically the mother, attended classes at the same time as Even Start children, generally during the day. A summary of the adult education provided in the 18 EDS projects is given in Exhibit 3.2.

Adult education classes were often located at the same facility as early childhood education classes. All EDS projects offered adults a choice of classes, including GED, adult basic education, and ESL, depending on their initial academic skill level and English language proficiency. In most cases, the ABE/GED classes included students at a variety of ability levels ranging from basic to high. In contrast, ESL classes tended to be limited to students at the same proficiency level (e.g., basic/introductory or intermediate/advanced). Several EDS projects offered classes on career or job-related skills as part of adult education (e.g., word processing, writing resumes and business letters, appropriate behavior and dress for a job interview and the workplace). For example, the Wichita, KS project, in collaboration with a local employer, developed a career education program called “School to Career,” that was designed to meet job requirements at its manufacturing facilities and those of other local employers.

An ESL Class in San Angelo, TX

In a small classroom, 11 students sit at three tables arranged in a U shape. Near the end of the class, the teacher introduces a new game. He hands out three flashcards to each student. Each card has a different part of speech printed on it in English. The teacher explains that students must pin the cards to the bulletin board at the front of the class, cooperating to combine the words into six complete sentences. He put up the first word of each sentence. The rule is that students must use all of their cards. They begin slowly, but the game begins to gain momentum as students start rearranging their initial attempts to form sentences that use all of the words. There is a lot of cooperation among students and encouragement from the teacher. All of the students stay engaged, laughing and chatting, and clearly enjoying the game. The sentences that they produced are grammatically correct and creative: “This mud is in the shoe,” “The circus is good for you,” and “I am at the dance.”

Adult education was the component where EDS projects most often relied on existing services and personnel. As Exhibit 3.2 shows, in all but two of the projects, adult education teaching staff were associated with a community college or other local adult education agency. In some cases, the adult education agency was the Even Start grantee (Reading, PA, Godfrey, IL, Kansas City, KS), and staff salaries were paid through the Even Start grant. However, in most other EDS projects, adult education salaries were an in-kind contribution from the collaborating agency or a combination of Even Start and collaborator funds. One exception was the project in Norfolk, VA, where Even Start children attended a district preschool funded with Title I and state funds, and adult education was added for a subset of families under the Even Start grant. In most of the EDS projects, adult education classes were held at the Even Start facility. Occasionally, Even Start participants joined other community classes, off-site, for adult education programs. This was especially true for evening classes or for more advanced students.

Welfare reform affected the EDS projects, particularly the intensity of adult education services. The projects in Oklahoma City, OK and Reading, PA increased class time so that adult education would meet the state's school/training requirement. The Mountain Grove, MO and Kansas City, KS projects already met the state requirements for workers receiving TANF or transitional assistance. In several projects, Even Start hours do not meet the state minimum hours requirement set by TANF, but these projects served mostly ESL students who were not on welfare. One project director noted that welfare families who need to meet education requirements might be less likely to enroll in Even Start if the hours are below TANF standards.

A GED Class in Carrollton, GA

This GED class is conducted in a large mobile trailer divided into two large rooms. It is 11 a.m. on Monday and four teen parents sit around a large table. The teacher explains that the group will work on math using a pumpkin pie recipe, which she distributes to the students and reads aloud. She incorporates general information into the discussion, such as what "tsp" stands for, how long powdered spices last, and differences between evaporated and condensed milk. The teacher then explains that the class will multiply and divide the ingredients listed on the recipe. She asks, "How much sugar do we need for half of the recipe?" Students respond, and the teacher writes the answers on a white board. After about 15 minutes, the teacher directs students to figure out the halved ingredients for the rest of the recipe. While students work individually on the fractions, the teacher walks around the table looking over the students' work. She also talks about how to read food labels on cans and the relationship between nutrition and good health. After students have written the fractions on a white board, they pick out a prize for finishing the task. The prizes, which the teacher brought to class, include bottles of baby shampoo, boxes of baby cereal and coupons for baby products.

Adult Education Instructional Materials. Adult education classes used a variety of materials to teach adults English, improve reading skills and prepare adults for the GED. In all of the ABE/GED classes and most of the ESL classes observed, there were textbooks, other books (e.g., works of fiction) and workbooks (Exhibit 3.3). All of the ABE and GED classes used commercial textbooks and workbooks. Examples included Steck-Vaughn's PreGED and GED books and workbooks; Contemporary's *Math, Number Power*, and *Communication Skills that Work*; and Glencoe/McGraw-Hill's *Essential Mathematics for Life*, *English Workout*, and *Language Arts for the Workplace*. The majority of classrooms also had reference materials, such as dictionaries and encyclopedias, and other reading materials, such as magazines.

The textbooks that were observed in ESL classrooms in the EDS sites included Laubach's *Way to Reading Skills*, VISTAS: *An Interactive Course in English*, *Real Life English*, *Side by Side*, *Reading for Today*, *Step by Step*, and *Cross Roads Café*. However, in several other classrooms, the ESL instructors did not use a formal text, but rather used everyday materials such as fliers from the local grocery store, magazines and the "family pages" from the newspaper. In addition, ESL classrooms had curriculum materials developed by the teachers, such as flashcards, games and math problems.

Computers were visible in 63 percent of the ESL classes. Students used software programs such as *Let's Talk English* and *Triple Play Plus*, although, in general, individual work on the computer was not that common in the ESL classes observed. In contrast, all of the ABE and GED classes observed during the site visits had computers available for students, either in the adult education classroom or in a computer lab nearby. The computer programs in use included *US Basics*, *INVEST*, *Playtell* and *Passkey*. In Bloomington, MN, the adult education teacher incorporated the computer into assignments that involve multiple skills, such as a geography lesson to research a country on the Internet and then write a letter to the country's embassy for further information. Students practiced skills in a computer lab or separate class session. For example, in Austin, TX, computer instruction took place on Friday mornings; in Godfrey, IL, students spent two hours on two or three afternoons in the computer room.

An Advanced ESL Class in Reading, PA

This advanced ESL class is held in a spacious classroom at a local church. Five tables and chairs are in the middle of the room. The room contains several blackboards, a crib, a computer, a small piano and children's toys. About 13 students are present, both Even Start and community members.

During the class, the instructor introduces a math game in which she passes out 10 playing cards to each student. The goal is for the students to come up with the highest number from their combination of cards. For example, if a student received one 5, three 3s, four 2s and three 8s, the highest value of their hand would be 88,853,332,222. As each student calls out the value of their cards, the instructor writes them on the board. Students with the highest values win candy. Following the math game, the instructor passed out a worksheet with caricature-type pictures of idioms (e.g., "up to his ears in work") and asks the students to explain what the idioms mean. Next, the students break into three small groups to work on different reading/writing activities, such as comprehension exercises using a worksheet with a short story and questions, or listening to a story on tape and answering questions.

Quality of Adult Education Instructional Services. As part of the site visits, observations were conducted in adult education classrooms. An effort was made, wherever possible, to visit both an ABE/GED preparation class and an ESL class at each site. Across the 18 EDS projects, observations were conducted in 10 ABE or GED classes and 16 ESL classes. During each observation, the classroom instruction was rated on four dimensions:³⁰

- ❑ **Pace** of instructional activities and teacher/student interactions (e.g., the class starts on time, no "down time" during class, students engage in different tasks during the class, activities stay focused on instructional tasks, teacher uses many instructional approaches).

³⁰ These dimensions were developed as part of the Department of Education's ongoing study of adult education programs for first level learners. Findings from that study, including comparative data on how adult education classrooms are rated on these dimensions, will be available in the near future.

- ❑ **Energy** or enthusiasm of the instructor (e.g., engages in a steady flow of interactions with learners, moves about the classroom, monitors small group and individual activities).
- ❑ **Engagement** in the instructional activities by learners (e.g., asks questions, answers instructor's questions, all students are involved, practice skills learned).
- ❑ Extent and appropriateness of **Feedback** from the instructor to learners (e.g., provides praise, asks/answers questions, checks understanding before moving ahead).

On average, the pace and energy of the teacher were higher in ESL than in ABE/GED classrooms (Exhibit 3.4). Further, the 10 ABE/GED classes were rated on pace as either low or moderate, while 15 of the 16 ESL classes were rated as either moderate or high. These differences on pace and energy reflect the tendency for GED classes to focus on workbooks, text and individualized student work, compared with ESL classes where activities were more likely to involve the entire class and include games and other fast-paced exercises. ABE/GED and ESL classes were rated as quite similar on feedback and engagement among students. Although engagement was rated slightly higher in ESL classes than ABE/GED, a mix of classes of each type were rated as moderate or high on these dimensions. The average rating of feedback to students was the same in each type of classroom.

Parenting Education and Parent-Child Activities. In all except the one home-based project, parenting education was provided through multiple service delivery modes including group parenting classes held on a regularly scheduled basis, individualized parenting education conducted during monthly home visits, and PACT time, usually a part of the early childhood education classes. Formal parenting education classes most often provided instruction and information in two broad topic areas: (1) parenting skills (e.g., communicating with children, fostering language development, providing verbal stimulation), and (2) life skills information (e.g., local transportation services, anger/stress management, income tax information, immigration laws, and health issues). A summary of center-based parenting education and parent-child activities in the 18 EDS projects is given in Exhibit 3.5.

Typical parenting education classes were held at least weekly and were run by the Even Start coordinator or early childhood education teachers. Most projects used published curricula in their parenting education classes. Nearly three-quarters used *Parents as Teachers*, a nationwide parent education and family support network. The program includes materials for home visits and group meetings that encourage child development and positive parent-child interactions for parents of children up to age five. The projects in Phoenix, Kansas City, Wichita and San Angelo used *Successful Parenting*, a six-week video series available from Active Parenting Publishers, which presents information on topics such as self-esteem, discipline, communication within the family, and successful parent-teacher conferences. Parenting education in Bloomington, MN incorporated a violence-prevention program, *Second Step*, that teaches empathy, identification of emotions, impulse control and problem solving. Other curricula used in the EDS projects included *HIPPY*, High/Scope's *Parenting Presentations*, *Systematic Training for Effective Parenting (STEP)*, *Practical Parent Education* and AVANCE's 27-week *Parenting Curriculum*. Many of these curricula focus on child development and parent-child communication. Their goal is to help parents understand children's capabilities at different ages so that parents can provide activities to support development and engage in positive parent-child interactions.

Even Start projects used materials and activities in parent groups to support child development, early literacy and positive relationships with schools. Parenting groups were used to help parents talk about the importance of play for children and to go over activities that parents can do with their children at home. The importance of literacy for both parents and children was stressed in parenting education in a number of ways. In Mountain Grove, MO parents and staff made books for children using pictures from magazines. In Montclair, CA parents kept journals to present topics for class discussions. In Phoenix, AZ parents read children's books together, ordered discounted children's books for home, and read parenting magazines in English (*Parent & Child*) and Spanish (*Parent*), which parents kept.

Parenting education incorporated many special topics of interest to parents. At the beginning of the school year in some projects, staff conducted a needs assessment to determine what parents want to learn in parenting classes. In other projects, parenting classes addressed topics related to raising children that are chosen by the Even Start staff. In one project, police officers spoke to parents about safety issues, as well as the child identification process and finger printing. In other projects, local health service personnel made presentations about community health services, providing information topics such as childhood immunizations, birth control, spousal abuse, and breast cancer. At one project, a Homemaker Extension agent talked about sewing, nutrition, and cooking and in another Even Start, a Red Cross representative spoke about the Heimlich maneuver and CPR, as well as other community services available from the Red Cross. A few projects held parent enrichment activities run by the Visiting Nurse Association. For example, in Decatur, AL, weekly parent meetings run by the Nurses Association or the Extension Service covered topics such as health, nutrition and money management.

The Carrolton, GA project started a parenting education activity called "Monday Madness." This was initiated because the teen mothers (who attended high schools scattered widely across the county) wanted more opportunity to get together with one another in order to share their own stories and discuss issues of parenting, such as child behavior management, nutrition and health. The teens were bussed to the early childhood education center after school on Mondays and participated from 3:30 p.m. to 5:30 p.m. in a group discussion on topics such as child behavior management, promoting child development, nutrition, prenatal care and understanding pediatrician's instructions.

Parent-child activities that take place in centers are often called Parents and Children Together (PACT) time and were typically held during early childhood education classes, at either the beginning or end of regularly scheduled activities. Generally, PACT time took place more than once a week. At some projects, activities included arts and crafts or making toys (e.g., finger puppets, bean bag socks) or books, as well as story reading and group singing. At other projects, PACT time was less structured and is a time where children or mothers chose the activity to do together in the child's classroom. In Bloomington, MN, parent-child activities had a different focus each day, including mothers reading to their children (and getting one book a month to keep), teachers reading to the group of mothers and children, making food or play materials together, and playing active games in the center's gym.

Another model for PACT time is for parents to volunteer in their child's classroom. This is generally on a less frequent basis. For example, in Phoenix, AZ and Montclair, CA parents

volunteered in classrooms twice a month. In Montclair, as well as in the ASPIRE project in Austin, parents volunteered in elementary school classrooms that their children attended.

PACT time in many EDS projects emphasized literacy skills, both those of the adult and the child. In AVANCE/Austin, TX each weekly parenting lesson included a toy-making activity. Parents received a “Possibilities Sheet” for each toy, which has a Language Labeling section listing nouns, verbs, adjectives, spatial relations and comprehension. The parent was taught how to use the toy at home to encourage her child’s verbal development. In Reading, PA one day a week during PACT time teachers role played for parents how to read to their children. Home visits in Syracuse, NY also included teachers modeling how to read to children.

PACT Time in An ECE Classroom in Austin, TX

At PACT time, seven mothers come into the toddler room from the adult education classroom. The mothers pair up with their children and follow them to different learning centers. The large reading area has two comfortable chairs on a big rug and a number of large pillows; two mother-child pairs settle into the reading area right away. Two other pairs go to painting/crafts where the activity involves using water, food-coloring, and cornstarch to make paint, and pine needles held together with rubber bands as the paint brushes, as part of this month’s theme, “Trees Around Us.” Other pairs go to the mini-classroom with a child-size blackboard, to the puzzle area, and to the Legos/block area. Every parent-child pair moves to at least one other activity during the 45-minute time block, and every pair stops at the reading center.

Early Childhood Education. Thirteen EDS projects provided their own early childhood education classes for preschool children, either in the same building as the adult education classes or one nearby, generally provided by the collaborating school district. In the other five projects, children attended other programs in the community, such as Head Start, Early Head Start, or the district preschool. All EDS projects provided children with at least two hours a day of classroom experience, with most offering three or four hours, four or five days a week. Two of the projects offered all-day classes. Where space allowed, children were divided into age-related groups, such as infants through 18 months, toddlers 18 to 36 months, and children 36 to 60 months. A summary of early childhood education activities in the 18 EDS projects is given in Exhibit 3.6. Brief descriptions of several early childhood classrooms are interspersed with the text in this section to illustrate the types of activities for children in these classrooms.

Early Childhood Education Curriculum and Instructional Methods. A third of the projects that provided their own early childhood classes incorporated all or some elements from the *High/Scope* curriculum, which encourages active learning where children plan, carry out and reflect on activities in the classroom in a “plan-do-review” sequence throughout the day. A few projects used the *Creative Curriculum* that provides ideas for teachers to foster social/emotional development in young children. The project in Houston sent preschool children to a Montessori program each afternoon, where children are free to choose activities and work independently or in small groups with the teacher responding to children’s requests for assistance.

An Early Childhood Classroom in Norfolk, VA

It is 10 a.m. in a pre-K classroom of 16 four-year-olds. This is one of 14 classrooms in a model preschool program funded by Title I and state funds, located in a public housing area of Norfolk. The children are gathered around the teacher (a young, energetic African-American male) and a teaching assistant, all sitting comfortably on the floor for “song time.” The first song is “If You’re Happy and You Know It, Clap Your Hands,” sung in Spanish. All the children are English-speaking African-Americans, but know the Spanish words perfectly and sing with enthusiasm and enjoyment. For the next five minutes, the teacher asks each child in turn to select the next song for the group to sing.

After song time, the teacher moves quickly into practicing the days of the week and months of the year. This involves knowing the days and months in order, as well as spelling them and reading the numbers from one to 30 on a calendar. This exercise combines the whole group reciting or reading, as well as children answering the teacher’s questions individually.

After a counting game and 30 minutes of free play, the teacher starts singing “It’s time to put your things away”. Children sing with the teacher as they busily clean up. The cleaning routine is familiar to the children; they not only put things back into proper cubbies, shelves, etc., but also straighten out chairs and wipe tables with wet paper towels, with minimal direction from the teachers. Then it is “quiet time” where children sit down and rest their heads on the table and, when asked by the teacher, tell what they did during free time or answer questions (e.g., how many girls are at the table, what day it is). At 11:30 a.m., the children line up at the door to go to the cafeteria for lunch.

An Early Childhood Classroom in Bloomington, MN

The 12 children gradually arrive with their parents at the indoor gym where they start each day. The teacher and classroom aide greet the parents and children, talking briefly about the events of the morning or previous day. The teacher encourages creative movement and play, and music is on for much of the time. At one point, a tape of Spanish songs is played while the children dance and pretend with colorful scarves. After time in the gym, the group walks to a classroom in another part of the building. It is raining hard outside and some of the children are interested in watching the rain and listening to it fall on the roof. The teacher decides to use the occasion to talk about the rain and have a special snack. The children are given fruit Popsicles and sit on the floor close to a glass door to watch the rain. The teacher talks about the rain, they watch the water splash into puddles, and sing a song about the rain. When the Popsicles are finished, the children walk to their classroom for a period of free play.

In projects that did not use published curricula, teachers developed lesson plans and incorporated activities from many sources. Classrooms were often theme-based, using activities and lessons to tie the current programmatic theme into daily or weekly schedules. For example, in San Angelo, TX, the early childhood classes for infants up to four-year-olds were organized around themes such as the season, development issues (e.g., self-esteem), or the world around us (e.g., the environment, transportation). Materials were changed frequently to provide new stimulation and support classroom themes. Most classrooms had free play, group or circle time and art activities. Children in most Even Start classrooms engaged in activities to encourage literacy, such as story time or group reading, dramatic play based on fiction stories and reading books during PACT time. Other literacy activities observed were teachers writing down children's ideas, rebus writing games, show and tell, experience charts and object identification.

An Early Childhood Classroom in San Angelo, TX

The classroom for children from nine months to four years of age has clearly-labeled activity centers and is taught by a lead teacher, an aide, and a foster grandfather volunteer. Because of the large age range among children in the room, free play predominates as the teachers circulate to help children with their activities. Several times during the morning, the lead teacher gathers a small group of children together in the book area to read a story. Before beginning the story, the teacher has each child put on a small *Superman* cape that she calls the "reading cape." This helps the children stay on task, listening carefully to the story and sitting quietly. As new children wander over to hear what she is reading, she stops briefly while each is helped on with a cape before continuing with the story.

An Early Childhood Classroom in Austin, TX

Children in the 18 to 48 month group are learning colors in English and Spanish. The class has a colorfully decorated small "car" made from a large cardboard box, which is open on the top and bottom, and has a set of cloth straps attached to the top opening. There is a coordinating "traffic light" also made from recycled cardboard materials designed to be used with the car. One of the teacher aides puts the straps of the car over the shoulders of a young boy. Asking the boy to do what she says, she "controls" his activity using the changing traffic light sequences to teach red, yellow and green colors, as well as the concepts of stop, go, go quickly, or slow down. She uses both English and Spanish words for all concepts, changing intermittently between the two languages. Seeing that the boy is having fun and laughing with the teacher, a second child comes over to join them. The teacher lets the little girl change the traffic light to direct the actions of the boy wearing the car. After a short time, the children change places. Throughout the activity, the teacher continues to reinforce the names of the colors and the motion concepts, speaking to the children alternately in English and Spanish.

Quality of Early Childhood Education Services. At least one early childhood classroom in each EDS project was observed for approximately three hours during the site visit. In most cases, observations were conducted during morning hours. Two measures of classroom quality were completed by the site visitors: the ECERS-R and the Literacy Checklist.

The *Early Childhood Environment Rating Scale Revised Edition* (ECERS-R; Harms, Clifford & Cryer, 1998) is a revision of the ECERS, the original measure in a family of quality rating scales that has been widely used for a number of years. This 43-item scale is a rating of the quality of center care for children two to six years of age. There are seven subscales:

- ❑ Space and furnishings (e.g., adequacy of indoor space for play, furnishings for play and learning, space for gross motor play, display of children’s work).
- ❑ Personal care routines for children (e.g., greeting/departing, health & safety practices).
- ❑ Language-reasoning experiences (e.g., availability of books, encouraging children to communicate, using language to develop reasoning skills).
- ❑ Activities (e.g., materials available to encourage fine motor development, art, music/movement, blocks and other manipulatives, sensory play such as sand and water, dramatic play, nature/science, math).
- ❑ Interaction (e.g., supervision of children, discipline, staff-child interactions).
- ❑ Program structure (e.g., variety of activities, availability of free play, group time).
- ❑ Parents and staff (e.g., information sharing with parents, provisions for personal and professional needs of staff, staff interaction, staff supervision).

An Early Childhood Classroom in Shelbyville, KY

It is 10:30 a.m. and the seven children in attendance have had breakfast and a parent-child joint activity. In one room, a teacher is engaged with two girls who are using an instructional software program on the computer. The teacher reads from the cues on the computer screen to ask the girls questions, such as: “What is this animal?” and “What does this animal eat?” Two boys are “drumming” on various objects with sticks. Three teachers unfold a cloth parachute almost as large as the room, put paper stars in the middle and start making waves with the material. Initially, only one child joins the teachers, then two other children participate. At 10:50, a bilingual assistant teacher reads a book in Spanish about a gingerbread man. Two girls listen to the book, while two others continue to work on the computer and the two boys play with foam blocks. After finishing the book, the assistant gives each child a gingerbread man cookie and prepares a gingerbread man coloring booklet for parents to make at home.

Items are rated on a scale where 1 = inadequate, 3 = minimal, 5 = good and 7 = excellent. The average ECERS score for EDS projects is 4.88, slightly below a rating of “good” (Exhibit 3.7). Half of the classrooms had total scores of 5.0 or higher, indicating that the overall level of care in these classrooms is “good” or better. The other half had scores below 5.0, indicating minimal to good quality care. No classroom had a score of 3.0 or lower (minimal or inadequate).

Subscale scores (see Exhibit 3.7) varied across classrooms. Three subscales (space/furnishings, personal care, and interaction) had average scores of 5.0 or greater, indicating “good” or better quality. The highest score was on the Interaction subscale (average of 5.7) indicating that staff in most EDS early childhood classrooms did a good job of supervising and encouraging children, used non-punitive discipline methods, and responded to children in a supportive and respectful manner. These are important characteristics to build positive relationships with children and guide them in adjusting to the social and behavioral rules of school.

On the remaining subscales, average scores are between 4.0 and 5.0, indicating minimal to good quality. Among these, the Activities subscale had an average score of 4.35, the lowest ECERS subscale for the EDS classrooms. This subscale assesses the variety of materials and activities available to children in the classroom, including fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, and video/computer (if none present, this item does not affect the subscale score). In addition, the degree to which materials and activities promote diversity is rated. Many EDS classrooms had scores less than 5.0 on the nature/science item, indicating that some nature and science was incorporated into the classroom but not more than one type (e.g., may have a pet or plants, but not manipulatives such as magnets, magnifying glasses, etc) and not on a regular basis (e.g., talking about everyday events such as weather, birds, insects to learn about science). The music/movement item was another area where many EDS classrooms scored in the “minimal” range; these classrooms may have included music, but not movement (e.g., acting out movement to songs or rhymes) or music materials may not have been accessible to the children (e.g., simple instruments, tape player). A number of EDS classrooms did not provide opportunities for sand or water play.

On the remaining subscales, average scores were between 4.0 and 5.0, indicating minimal to good quality. The Language-Reasoning subscale is a measure of the books available for children, as well as the communication and language skills that are used and encouraged in the classroom. This subscale is of particular relevance to classrooms that are part of a family literacy program. The average score on this subscale is 4.75. Half of the classrooms were rated as “good” quality or better on this subscale, eight of the classrooms scored between minimal and good; and one was rated below 3.0 (“minimal”). Classrooms that scored below 5.0 on the Language-Reasoning subscale tended to have higher scores on the book item than on the other three language items in the subscale. In these low-scoring classrooms, the item assessing the use of language to develop reasoning skills was rated far below the other three items in this subscale.

To illustrate the difference between classrooms that score high and low on the Language-Reasoning subscale, a class receiving a score of 6.0 would tend to include the following activities as listed on the ECERS-R scoring form:

- ❑ **Books and Pictures:** There is a wide selection of books in the classroom accessible for a substantial portion of the day, staff read books to children informally (e.g., during free play, as an extension of an activity).
- ❑ **Encouraging Children to Communicate:** Communication takes place during free play and group time, there are dramatic play materials (e.g., small figures and animals in the block area) to encourage communication, staff balance listening and talking.

- ❑ **Using Language to Develop Reasoning Skills:** Staff talk about logical relationships while children play with materials (e.g., sort by shape/color, similarities and differences), children are encouraged to explain reasoning, concepts respond to children’s interests or need to solve a problem (e.g., talk children through balancing a tall block building).
- ❑ **Informal Use of Language:** Staff encourage communication among children, staff present information to expand on children’s ideas, children are asked questions to expand on their answers, staff have individual conversations with most children.

In contrast, a classroom that scored 3.0 on the Language-Reasoning subscale may well have a good selection of books, however staff do not read to children informally (e.g., they read to children only during circle time), there is not as much communication and conversation during both free play and group time, staff do not expand on information or ideas presented by children, and there is less of a balance between staff listening and talking to children. The largest differences between these two types of classrooms (classrooms that score high vs. low on the Language-Reasoning subscale), and the ones bringing down the subscale score, are that staff in lower-scoring classrooms are less likely to talk with children about logical relationships, and they do not capitalize on children’s curiosity about cause and effect or point out differences in size, shape, and numbers of objects as children play.

An Early Childhood Classroom in Decatur, AL

Holiday music plays in the background, as ten children work together to make a life-size snowman out of construction paper. The teacher shows the children where to glue the various pieces, and they enjoy gluing “snowflakes” onto the snowman. After about 20 minutes, a volunteer arrives to read stories to the class, as happens twice a week. The children pile into the cozy corner as the volunteer reads the book she brought with her, interrupting the story quite often to ask the children questions. After the story is finished, the children return to working on the snowman. Then they help the teacher clean up the extra paper and supplies. In the time remaining before lunch, the teacher plays a record with *London Bridge* and *Ring around the Rosy* and sings and plays with the children.

An Early Childhood Classroom in Wichita, KS

Early childhood education at the Wichita Even Start takes place in three classrooms at the Little Early Childhood Education Center. There are 12 children in the pre-K classroom in addition to a teacher and two parent volunteers. The walls are decorated with several colorful alphabet charts, each with a different theme. A writing center contains a variety of writing implements, paper and templates for forming letters. An entire bulletin board is devoted to the “letter of the week.” J is last week’s letter. The board is covered with many copies of the letter J that have been decorated by the children with small plastic jacks.

During group time, the teacher introduces K, the new letter for the week. She talks to the children about familiar objects and words that begin with K. She notes that it was difficult to find a small item to decorate their letters, but that she has decided to use popcorn “kernels.” She asks the children to think about other things they may know that begin with the letter K. Suddenly, one little girl jumps up and says, “Me!” Her name is Karina and she knows that her name starts with the letter K. There are lots of laughs and smiles from the other children and praise from the teacher. Afterwards, the children break into small groups to work on decorating their K letters with popcorn kernels.

The ECERS-R and its predecessor, the ECERS, have been used in many studies of the quality of early childhood classrooms. Exhibit 3.8 lists the total ECERS scores for several studies of childcare and early childhood programs for diverse populations. Even Start classrooms observed in the EDS are comparable in overall quality to Head Start classrooms, and are rated somewhat higher than other types of early childhood classrooms. In particular, the Head Start FACES study used the ECERS in 403 classrooms, with an average rating of 4.9.

The Observational Study of Early Childhood Programs rated 39 Head Start classrooms (average rating of 4.9), 42 childcare classrooms (average rating of 4.2), and 38 school-based preschool programs (average rating of 4.5). The Cost, Quality, and Child Outcomes Study, completed in the mid-1990s, measured the quality of childcare centers in four states. The average total score in each of these four states ranged from 3.82 to 4.49 all lower than the average total score in the EDS classrooms.

The *Literacy Checklist* is a measure of the classroom materials and space that are devoted to books and writing, developed by David Dickinson and his colleagues for studies of Head Start classrooms. Most Even Start classrooms in the EDS have books displayed and available for children to use, and all have a library or reading corner or area. In all of the classrooms, there is a specific area set aside only for book reading (Exhibit 3.9), and the books are appropriate for a range of reading levels. In almost half of the classrooms, books are available in at least one other part of the classroom such as in a dramatic play or blocks area. However, most classrooms do not have books available in numerous places in the room.

Nearly 90 percent of the rooms have a distinct area set up for writing, stocked with paper and writing tools. However, fewer than half of the classrooms have templates or other tools to help children form letters. Evidence of writing around the room is less typical. There are many rooms with no examples of children's writing or dictations on display, and few rooms have writing tools or props in multiple areas of the room (e.g., note pads in dramatic play area).

An Early Childhood Classroom in Montclair, CA

After a morning circle and some free time outside, the 25 children are free to pursue activities of their own choice inside the classroom for about an hour. The lead teacher is out of the room teaching a parent education class, and the children are supervised by two teacher aides and three volunteer parents. A group of children is in the dramatic play area, along with one of the aides who responds to the children when they speak to her. A few children are in the building area with one of the parent volunteers; two children are using wooden blocks and the others are at the Lego table. The last group of children is sitting at one of the tables with an aide who is reading a book. The two other volunteer parents are moving around the room putting away toys that are not being used. After an hour, one of the aides signals that is time to clean up, and children put their toys away with a minimum of fuss. They move into a circle in the center of the room, and the aide starts an audio tape and lead them in singing songs. Before dismissing the children for lunch, the aide asks them questions about the activities of the day.

Two subscale scores (books and writing) and a total score can be computed for the *Literacy Checklist*. The Books subscale combines scores across 12 items, some scored as yes/no and others scores on a three-point scale (e.g., number of books available to children receives a score of "1" for less than 15 books, "2" for 16-25 books, and "3" for 26 or more books), for a maximum score of 20. The Writing subscale sums across 12 items, some yes/no and some scored on a three-point scale, for a maximum score of 21. The data presented at the bottom of Exhibit 3.9 show that Even Start classrooms lag behind Head Start classrooms on the Books subscale, the Writing subscale and the Total score for the Literacy Checklist. The differences in scores between Even Start and Head Start classrooms are consistent, but not very large, on the order of one-third to one-half of a standard deviation in size. Compared with Head Start, Even Start classrooms have somewhat fewer books available to children, and are less likely to have writing areas and tools for writing or displays of children's written work.

Integration of Instructional Services. All EDS projects tried to integrate parenting education and early childhood education. In some projects, adult education services stood alone, unconnected with what was happening in parenting and early childhood classes. While projects that located all three components in the same building had an easier time integrating services, the level of integration is not solely a function of location. There are projects where all services were located in the same center or campus that did not integrate adult education with the other two components, and projects where services were located in separate facilities that achieved integration through mechanisms such as regular staff meetings.

In many projects, teachers had multiple responsibilities with respect to the delivery of core instructional services. For example, early childhood education teachers and classroom aides conducted home visits. These same teachers also may be involved in some aspect of parenting education classes. In a few instances, ESL and adult education teachers also were responsible for various aspects of parenting classes. In Bloomington, MN the adult education teachers joined the preschoolers and their parents for daily parent-child time.

Frequently, Even Start staff used a theme to unify lessons and units across core components. These themes often focused on the seasons or a holiday, or topics such as transportation, fire and public safety, and colors. Themes were shared in multiple ways, such as in similar decorations in adult and child classrooms, joint arts and crafts projects, or lessons coordinated to use common vocabulary words or activities. For example, in Oklahoma City, OK the activity in the early childhood classroom focused on counting, and parents made a counting book during a parenting session to share with their child. Integration also occurred in more general ways. In Phoenix, AZ parents in adult education read the same book that early childhood teachers read to children. ESL lessons in Shelbyville, KY incorporated parenting and life skills topics. Several projects required adult participants to keep journals that are used as a prompt for discussion in adult education or parenting classes. For example, in Mountain Grove, MO parents wrote about time spent with their children the day before, and in Norfolk, VA parents wrote about the parent-child activities that take place each day before adult education classes. At AVANCE in Austin, TX parenting education topics, such as transportation, were incorporated into the adult education and early childhood classrooms; all project components, including home visit materials and parent-child activities, supported the weekly theme.

Integration of Instructional Components through Weekly Staff Meetings in Godfrey, IL

On a weekly basis, the project coordinator leads a staff meeting that is attended by the adult education staff, the home visitor who acts as the family support service coordinator, one of the other three home visitors, the on-site early childhood supervisor, the counselor from the local welfare program, and staff from community agencies (e.g., teen parenting program, parole office, and the department of social services). In these meetings five to ten Even Start families and their progress and obstacles are discussed, to improve communication and service coordination. The project holds a monthly staff meeting for all Even Start staff and the early childhood supervisor to discuss program issues, space, updates, etc. In addition, the project supervisors for the Even Start, Head Start and Early Head Start programs meet monthly with the early childhood supervisor to discuss issues affecting the site, such as space, scheduling, and joint activities (e.g., family reading night, field trips).

Most EDS projects had monthly planning meetings, and many had biweekly or weekly staff meetings. Project staff used this shared time to coordinate and integrate services across core components, and to plan, develop, and improve project activities. For example, in Syracuse, NY, the team of case managers, family educators and adult educators used monthly meetings to plan the curriculum for home visits. Staff meetings also provided a forum to discuss individual families, their progress, and current issues in order to improve communication and service

coordination and delivery. In about half of the projects, staff from all core components attended these meetings. In the other projects, staff from collaborating agencies did not attend. These staff tend to be adult educators who may be paid only for the time they teach adult education classes. The project in Wichita ensured that the adult educators attended the monthly Friday staff meetings by paying these staff from the collaborating agency for their time.

Another way in which Even Start projects worked to integrate the three core components was to provide opportunities for all staff to attend the same in-service training programs. These joint staff trainings exposed all staff to the same training ideas and new materials as a way to improve program services to all participants.

PROVIDE STAFF TRAINING

Most EDS projects had a mix of professional and paraprofessional personnel on their staff with a variety of educational and work backgrounds. Many projects also used volunteers. For example, the four ESL instructors at the Houston project are local business people donating their time. Other projects used volunteers to assist classroom teachers. For example, the Bloomington, MN project had two volunteers to assist in the ESL classroom, another in the GED/ABE classroom, and one in the toddler room.

Project directors and coordinators usually have at least a bachelor's degree and many either have received or are working toward an advanced degrees. Most early childhood staff have several years of experience working with young children, although their educational training varies across the EDS projects. In several projects, such as Bloomington, MN, Mountain Grove, MO, and Austin:AVANCE, all of the early childhood teachers have at least a bachelor's degree. The ECE teacher in Kansas City has a master's degree. In a few projects, such as Decatur, AL and San Angelo, TX, the children's teachers have a high school diploma or CDA certificate. In Montclair, CA, the early childhood teachers have associate's degrees. Classroom aides tend to have a high school diploma or GED. Also, early childhood teachers and aides are more likely than other staff to be in continuing education programs. Adult educators in EDS projects were more likely than ECE teachers to have college degrees. In the majority of projects, the adult educators have bachelor's degrees, many with teacher certification.

Parenting education was conducted by staff with a range of educational experiences. In several projects, parenting education classes were led by a project administrator. For example, the parenting classes in Decatur, AL were taught by the project coordinator, who has a master's degree in education. Parenting classes in the Wichita, KS Even Start were led by a social worker. In Carrollton, GA, the parent educator has an associate's degree in child development, many years of teaching experience, and extensive training in the *Parents as Teachers (PAT)* curriculum. A few projects, such as Godfrey, IL, have staff who focus on home visits; these staff in Godfrey have bachelor's or master's degrees. Parenting classes in Reading, PA were conducted by the adult educators who have college degrees in education.

All EDS projects provided opportunities for staff to participate in training conferences and workshops. Some training was available through professional development workshops held either by the Even Start project for its staff or by the local collaborating school district. Organizations that promote curricula, such as *Parents as Teachers* and *Reading is Fundamental*, offered in-service training workshops for staff implementing their program. Other professional development was offered by county or state departments of education, especially for adult education instructors. Many staff participated in state or national conferences, such as meetings of the National Even Start Association or the conference run by the National Center for Family Literacy. Several projects arranged for staff to take classes at a community college or university.

PROVIDE INTEGRATED, HOME-BASED INSTRUCTIONAL SERVICES

Home visits allow staff to meet individually with families, to talk with parents about and model parent-child activities, and to bring instructional themes into the home from center-based parent groups and early childhood programs. Home visits typically were 60 to 90 minutes long and took place monthly, although two EDS projects conducted home visits weekly, and three provided them twice a month. In the home-based project in Syracuse, NY staff met with parents and children weekly for 90 minutes for early childhood and parenting education, and biweekly for an hour of adult education. Several projects increased the number of home visits to families in need of extra services or in times of family crisis to give these families additional support. Most projects incorporated activities and themes from the parenting and early childhood instructional activities into home visits. Nine EDS projects used the *Parents as Teachers* curriculum to structure home visits. Direct services also were provided to older children in the family. Home visits were typically conducted by early childhood teachers or aides and parenting education instructors. A few projects had staff whose primary job responsibility was to visit families or coordinate home visits. For example, the project in Wichita, KS had a case manager (a licensed social worker), who oversaw the parenting education component and made follow-up home visits to Even Start graduates for up to three years after their initial participation. A summary of home visit activities in the 18 EDS projects is given in Exhibit 3.10.

PROVIDE YEAR-ROUND SERVICES

All EDS projects provided services during the summer, although most had some time when the project is closed for vacation. Exceptions are Montclair, CA and Phoenix, AZ that operate year-round schools. These projects had a cycle of two- or three-month semesters with a one-month break between cycles. The other projects typically scaled back services in the summer. For example, some operated only one early childhood classroom in the summer, some limited the numbers of days per week they operated, and others included only those families who were planning to continue in the project into the next school year. Many projects considered the summer to be an opportunity to schedule additional field trips and special events for the whole family as a way to include older children and other family members.³¹

³¹ The new law requires that all projects provide both enrichment and instructional activities during the summer months.

COORDINATE WITH RELATED PROGRAMS

In 11 of the EDS sites, the Even Start fiscal agent was a school district. In the remaining sites, the fiscal agent typically was a community-based organization, such as a community college or education agency that oversees a variety of community-based educational initiatives.

Even Start projects received a range of services provided by community collaborators. School districts most often provided tangible resources such as classroom and administrative space, transportation, food services and maintenance. School districts also led the list of collaborators for providing teachers, administrative staff, staff development and training, and instructional support. Community and state colleges supplied administrative staff and teachers and provided staff development workshops and a variety of training programs. Other community groups, such as a family resource center, adult education center, or local church, provided space for classrooms or special events. Other collaborators were from community service agencies, such as the public health department; child and family agencies (e.g., Human Services); the public library; the public housing authority; the police, fire and recreation departments; community action agencies; the Visiting Nurses Association; and private non-profit agencies.

Where community collaboration is at its best, Even Start draws on the resources of a variety of local social service agencies, but also acts as a community resource in its own right. The Wichita, KS project is part of a larger Early Childhood Education Center, and Even Start staff and participants played a vital role in the regular events of the center while benefiting from school district space, resources and services. For example, Even Start families volunteered and provided food for special events such as “Week of the Young Child,” a Cinco de Mayo festival, and “Author’s Day.” The project in Carrollton, GA belongs to a community collaborative called “Family Connection” that includes the school district, housing authority, and health department. The project benefited from this collaboration through referrals and services; Even Start staff also spoke to many groups in the community about family literacy and parenting issues.

CONDUCT AN INDEPENDENT LOCAL EVALUATION

At seven EDS projects, a faculty member from a local or state college served as the local evaluator. Seven projects used independent consultants for their evaluations. The two EDS projects in Kansas, as well as the one in Norfolk, VA and Phoenix, AZ did not conduct their own local evaluation because their State Departments of Education contracted with independent research firms to compile evaluation data on all Even Start projects in their state. Most projects funded an evaluation every year, although a few alternate case studies with bi-annual overviews or summaries. Typically, projects spent about \$4,000 for a local evaluation. Two projects, however, each reported spending \$10,000.

The majority of local evaluations were qualitative in nature with mostly descriptive data from site visits and interviews with staff (and sometimes parents). Several projects, however, commented that their evaluators would prefer to collect more data for statistical analysis of

outcomes.³² The information gathered during the evaluation is used in a number of ways, such as improving program administration, changing or expanding the type or amount of services provided, for “self-study” and improvement, and to provide feedback to staff. For example, on the basis of their local evaluation, the project in Shelbyville, KY changed their primary service delivery mode from home-based to center-based to increase service intensity. In response to their local evaluation report, the Bloomington, MN project implemented procedures to enforce the 80 percent attendance requirement more consistently and added incentives to maintain high attendance rates. In some instances, projects use the information to help write grant renewal applications or develop collaborative agreements.

SERVE CHILDREN IN A THREE-YEAR AGE RANGE

All EDS projects served children in at least a three-year range. The majority of projects provided some type of services for children less than two years old. All provided early childhood education programs either directly or through collaborating agencies, such as public school pre-K or kindergarten, Montessori, Head Start or Early Head Start.

HOW FEDERAL EVEN START FUNDS WERE SPENT IN THE EDS PROJECTS

The use of Even Start funds was first studied in the 1991-1992 program year, when detailed cost data were collected from 10 projects that participated in the In-Depth Study component of the first national evaluation. Similar data were collected in spring 2000 and spring 2001 from the 18 EDS projects. These two data sets allow us to describe and compare the ways in which Even Start funds were spent during those years, almost a decade apart.

In 2000 and 2001, the EDS projects spent more than half (55 percent) of their federal Even Start funds on the provision of instructional services: 34 percent for early childhood education, 12 percent for adult education, and nine percent for parenting education (Exhibit 3.11). An additional nine percent was spent to provide support services that are designed to enable families to participate in instructional service activities. Thus, almost two-thirds (64 percent) of the EDS projects' federal funds were spent on the direct provision of services. Remaining federal funds were spent for program administration and coordination (20 percent), evaluation (six percent), case management and recruiting (four percent), and for a variety of other functions (six percent) such as field trips, staff meetings, clean-up, and errands.

This distribution is unchanged over the past 10 years. During 1991-1992, exactly the same percentage of federal Even Start funds was spent providing instructional services (55 percent) as in 2000 and 2001, although there has been a slight shift of federal resources away from adult education and toward early childhood education. Perhaps more significant, between

³² Beginning in FY2001, projects will be required to collect data related to their States' Even Start performance indicators.

1991-1992 and 2000-2001, the amount spent on administering Even Start projects grew from 14 to 20 percent of all federal Even Start funds; funding spent on evaluation was reduced from 10 percent to six percent during the same time period. These changes likely reflect the reality that Even Start is a difficult program to administer, and while local evaluations were mandated by the federal government during the early 1990s, state administration of the program during the mid and late 1990s placed less emphasis on local evaluation.

In 1991, about 70 percent of federal Head Start dollars were spent on direct services and 30 percent on other costs. The largest categories were education (41 percent), administration (13 percent), and occupancy (13 percent). While Head Start and the Even Start EDS projects are similar in terms of the percentage used for direct service delivery (70 percent and 64 percent, respectively), the EDS projects spent a larger percentage of their budgets on administration (20 percent versus 13 percent, respectively).

Data from the ESPIRS show that in 2000-2001, the universe of Even Start projects spent an annual average of \$4,708 in federal Even Start dollars per family. The EDS projects spent about 34 percent of this amount on early childhood education while Head Start spent 41 percent on education. Thus, Even Start spreads its funding relatively broadly across children, parents, and support services. This “spreading out” of services fits the Even Start model, in which local projects intend to help children, in part, through helping their parents.

EXHIBIT 3.1 SELECTED CHARACTERISTICS OF EDS PROJECTS					
PROJECT	GRANTEE	NUMBER OF FAMILIES	YEAR OF FIRST EVEN START GRANT	ESL PROJECT	URBAN/RURAL
Decatur, AL	Decatur City Schools	34	1994	Yes	Urban
Phoenix, AZ	Isaac School District	120	1989	Yes	Urban
Montclair, CA	Montclair-Ontario School District	75	1995	Yes	Urban
Carrollton, GA	Carroll County Parenting Prog.	65	1994	No	Rural
Godfrey, IL	Lewis & Clark Comm. College	20	1996	No	Urban
Wichita, KS	Wichita School District #259	35	1989	Yes	Urban
Kansas City, KS	Kansas City School Dist. #500	23	1997	Yes	Urban
Shelbyville, KY	Ohio Valley Educational Coop.	75	1992	Yes	Rural
Bloomington, MN	Bloomington School District	22	1997	Yes	Urban
Mountain Grove, MO	Mountain Grove School Dist.	8	1998	No	Rural
Syracuse, NY	Consortium for Children's Services, BOCES	51	1996	No	Urban
Oklahoma City, OK	Oklahoma City School Dist.	120	1990	Yes	Urban
Reading, PA	Reading Area Comm. College	41	1989	Yes	Urban
Houston, TX	Houston Independent School District	50	1993	Yes	Urban
Austin, TX	Communities in Schools	45	1994	Yes	Urban
Austin, TX	AVANCE	60	1998	Yes	Urban
San Angelo, TX	San Angelo Independent School District	70	1998	Yes	Urban
Norfolk, VA	Norfolk City Schools, Norfolk Redevelopment Housing Authority	45	1997	No	Urban
Notes: Number of families represents the number served at the time of the site visit. Projects are characterized as ESL if more than 20 percent of adults are Hispanic and participating in ESL classes.					
Exhibit reads: The Even Start project in Decatur, AL is in an urban location.					

Chapter 3: Service and Activities in the 18 EDS Projects

**EXHIBIT 3.2
DESCRIPTION OF ADULT EDUCATION SERVICES IN 18 EDS PROJECTS**

PROJECT	CLASSES OFFERED	FREQUENCY OF CLASSES	ANY NIGHT CLASS	STAFF SALARIES		SOURCE OF TEACHING STAFF	LOCATION
				EVEN START	COLLAB		
Decatur, AL	ESL, GED	2 hrs/day, 4 days/wk		✓	✓	Decatur Adult Ed. Center	Church annex
Phoenix, AZ	ESL, GED	2.5 hrs/day, 2 days/wk	Yes		✓	Rio Salado Comm. College	Fam. Lit. Ctr., school campus
Montclair, CA	ESL, GED, ABE	3 hrs/day, 2 days/wk			✓	Chaffee Adult Education Center	3 elementary schools
Carrollton, GA	High schl. ABE, GED	High school: 6.5 hrs, 5 days/wk; GED: 6 hrs, 3 days/wk			✓	Carroll County School District	County technical high school campus
Godfrey, IL	GED	6 hrs/day, 4 days/wk		✓		Lewis & Clark Comm. College	Commercial space in mall
Wichita, KS	ESL, ABE, GED	4 hrs/day, 4 days/wk			✓	Dunbar Adult Ed. Ctr.	District ECE center
Kansas City, KS	ESL, GED	2 hrs/day, 4 days/wk		✓		KCK Community College	District elem. School
Shelbyville, KY	ESL, ABE	Varies: 2.5 hrs/day, 2-3 days/wk	Yes	✓	✓	1 site: Tremble Co. Adult Ed.	Varies: Church, etc.
Bloomington, MN	ESL, ABE, GED	3 hrs/day, 3 days/wk		✓		District Comm. Education	Family Center
Mountain Grove, MO	ABE, GED	3 hrs/day, 3 days/wk			✓	DFS Futures Program	Family Ed. Center
Syracuse, NY	ABE, GED	Home visit 1 hr/wk; also classes at BOCES		✓	✓	Bd of Coop. Ed. Servs. (BOCES), Even Start	Adult's home; GED classes at BOCES
Oklahoma City, OK	ESL, GED	3 sites: 3 hrs/day, 4 days/wk; 1 site: 6 hrs/day, 5 days/wk			✓	Even Start (paid by state adult ed. Funds)	4 sites: 2 churches, 2 schools
Reading, PA	ESL, GED	1 site: 2 hrs, 4 days/wk; 1 site: 2-3 hrs, 2 days/wk	Yes	✓		Reading Area Community College	Community college and church
Houston, TX	ESL, GED	2-3 hrs/day, 4 days/wk	Yes		✓	Houston Read Comm., Literacy Advance Houston, volunteers	Elem. school, Houston Learning Ctr.
Austin, TX (ASPIRE)	ESL, GED	3.5 hrs/day, 4 days/wk			✓	Austin Comm. College	Portable elem. campus, church
Austin, TX (AVANCE)	ESL, GED	4 hrs/day, 2 days/wk			✓	Austin Comm. College	2 elementary schools
San Angelo, TX	ESL, ABE, GED	3.5 hrs/day, 5 days/wk	Yes		✓	Co-op 42 county collaborative	3 elementary schools
Norfolk, VA	GED	4.5 hrs/day, 4 days/wk	Yes	✓		Even Start	District ECE center

Notes: Times listed represent what parents can receive; projects may offer multiple time slots and parents choose subset. Staff listed as Even Start if grant pays any part of salary; both Even Start and collaborator listed when different services (e.g., ESL and GED) paid by each source.

Exhibit reads: Decatur, AL provides ESL and GED classes two hours/day, four days a week in a church annex.

EXHIBIT 3.3		
PERCENT OF EDS ADULT EDUCATION CLASSROOMS HAVING VARIOUS TYPES OF INSTRUCTIONAL MATERIALS, BY TYPE OF CLASSROOM		
INSTRUCTIONAL MATERIAL	TYPE OF CLASSROOM	
	ABE/GED (N=10 CLASSES)	ESL (N=16 CLASSES)
Textbooks	100%	81%
Books other than textbooks (e.g., fiction)	100%	75%
Workbooks or worksheets	100%	88%
Computers	100%	63%
Reference books (e.g., dictionaries, encyclopedias)	90%	81%
Educ. materials on the wall (e.g., posters, class schedule)	70%	56%
Resource materials posted (e.g., social service information, community agencies)	60%	44%
Other reading materials (e.g., magazines, newspapers)	80%	56%
Notes:		
Exhibit reads: In the EDS, 100 percent of ABE/GED classrooms have textbooks available to students.		

EXHIBIT 3.4		
AVERAGE RATINGS OF CLASSROOM INSTRUCTION IN EDS ADULT EDUCATION CLASSROOMS, BY TYPE OF CLASSROOM		
DIMENSION OF CLASSROOM INSTRUCTION	TYPE OF CLASSROOM	
	ABE/GED (N=10 CLASSES)	ESL (N=16 CLASSES)
Pace of instruction	1.5	2.3
Energy of instructor	1.9	2.4
Engagement among learners	2.3	2.5
Feedback to learners	2.2	2.2
Notes: For each dimension, a score of 3 = high, 2 = moderate, 1 = low.		
Exhibit reads: EDS projects that provided ABE/GED instruction were rated 1.5 on “pace of instruction.”		

EXHIBIT 3.5

EXAMPLES OF CENTER-BASED PARENT-CHILD TIME AND PARENTING EDUCATION IN 18 EDS PROJECTS

PROJECT	PARENT-CHILD TIME		PARENTING EDUCATION	
	FREQUENCY	EXAMPLES OF ACTIVITIES	FREQUENCY	EXAMPLES OF CONTENT/CURRICULUM
Decatur, AL	45 minutes, 2 days/wk	Art activity planned by ECE teacher or visit to indoor gym	45 min/day, 2 days/wk	1 day: Health, life skills by Nurses Assoc. or Extension Service; 1 day: child developmt/parenting by ECE coordinator
Phoenix, AZ	Attend ECE class 2/month	Teachers' assistant in ECE class	2 hours/day, 1 day/wk	4 curricula: <i>STEP</i> ; <i>Teaching Parenting</i> ; <i>Quicknotes</i> ; <i>Successful Parenting</i>
Montclair, CA	Attend ECE class 2/month	Classroom volunteer	1.5-2 hours/day; 2 times/mo	High/Scope's <i>Parenting Presentations</i>
Carrollton, GA	No center-based parent-child time; only during home visits		2 hrs, 1 day/wk at lunch; 1 hr, 1 day/wk afternoon	Discussion of life skills, home-school relationships, child development
Godfrey, IL	30 minutes, 4 days/wk	Planned activities (e.g., games, reading, crafts)	1.5 hours/day, 1 day/wk	Parenting info, preparing for parent-teacher conferences, child behavior management
Wichita, KS	1 hour, 2 days/wk	Activities by ECE teacher (music, (manipulatives)	2 hrs/day, 2 days/wk	<i>Successful Parenting</i> led by social worker, and "Make-and-Take" sessions
Kansas City, KS	1 hour, 4 days/wk	Practice parenting strategies	1 hour/day, 1 day/wk	<i>Active Parent</i> , <i>Successful Parenting</i> , Scholastic mini-books
Shelbyville, KY	30 min, 2 days/wk	Joint activities, library story hour once/month	1 hour/day, 2 days/wk	Integrated with adult educ. discussions about parenting, health, discipline
Bloomington, MN	30 min, 4 days/wk	Read, sensory activity, make toy or food, games in gym	3 hrs, 1 day/wk; (parents of infants: 3.5 hrs)	<i>Second Step</i> violence prevention program, plus discussions on child development
Mountain Grove, MO	45 min, 4 days/wk	Parent follow child's lead on activities	45 min/day, 4 days/wk	Led by director (social worker); parent journals, discuss child development, make books, read <i>News for You</i>
Syracuse, NY	No center-based parenting; all parent-child and parenting conducted during home visits including modeling reading to children (see Exhibit 3.10)			
Oklahoma City, OK	1 hour/day, 1 day/wk	Parent follow child's lead	1 hour/day, 1 day/wk	Discussions on parenting, language development, and life skills
Reading, PA	30 min., 4 days/wk; 1.5 hrs, 1 evening	Art, cooking, games; model reading to children	30 min/day, 4 days/wk or 1.5 hrs, 1 evening/wk	Discussions about child development, parent-child activities
Houston, TX	Weekly	Mother/baby class modeling child activities	Weekly	Prenatal classes for pregnant mothers. Discussions from <i>Dando Fuetara a la Familia</i> , child dev, behavior mgmt
Austin, TX (ASPIRE)	45 min, 2 days/wk	Children choose activities+reading; Elem. volunteer	1 hour/day, 3 days/wk	Parent discussions, speakers
Austin, TX (AVANCE)	Start of ECE, 2 days/wk	Craft or activity with language component	1 hour/day, 2 days/wk	1 day: AVANCE parenting curriculum, 1 day: Toy-making class
San Angelo, TX	End of ECE, 5 days/wk	Songs, dancing, reading	1 hour, 1 day/wk	Video series <i>Successful Parenting</i> , <i>Practical Parent Education</i>
Norfolk, VA	45 minutes, 5 days/wk	Breakfast, joint activities	1.5 hrs, once/wk; 1 hour, twice/wk	Discussions led by family lit educ on child development, health, job search. Journals
Notes: In addition to the parent-child times listed, many projects serve a meal that parents and children share. Times listed represent what parents receive; projects may offer multiple time slots and parents choose subset.				
Exhibit reads: Decatur, AL offers parent-child activities 45 minutes a day, two days a week.				

EXHIBIT 3.6						
DESCRIPTION OF EARLY CHILDHOOD SERVICES IN 18 EDS PROJECTS						
PROJECT	FREQUENCY OF CLASSES	STAFF		LOCATION		CURRICULUM MATERIALS
		EVEN START	COLLAB. AGENCY	SITE	LOCATED WITH ADULT CLASSES	
Decatur, AL	3.5 hrs/day, 4 days/wk	✓		Church annex	✓	Theme-based art, books, music
Phoenix, AZ	4 hrs/day, 4 days/wk	✓		District preschool	✓	<i>High/Scope</i> and <i>Creative Curriculum</i>
Montclair, CA	3.5 hrs/day, 5 days/wk		✓	3 elementary schools	✓	<i>High/Scope</i> plus district curriculum
Carrollton, GA	Full-day available: 6:30 am-6:30 pm	✓		High school campus	✓	<i>Creative Curriculum</i>
Godfrey, IL	1 class: 6am– 6pm, 5 days/wk; others: 3.5 hrs/day, 5 days/wk		✓	Commercial space in strip mall	✓	Locally developed
Wichita, KS	7 hrs/day, 4 days/wk	✓		District ECE center		Kansas Competency System
Kansas City, KS	3 hrs/day, 4 days/wk	✓		District elementary school	✓	<i>High/Scope, Creative Curriculum, and Animated Literacy</i>
Shelbyville, KY	Varies: 2.5-3 hrs/day, 2 days/wk		✓	Varies: Church, etc.	✓	<i>High/Scope</i>
Bloomington, MN	4 hrs/day, 4 days/wk	✓		Family Center	✓	<i>High/Scope, Reggio Emilia</i> approach
Mountain Grove, MO	7 hrs/day, 4 days/wk	✓		Family Educ. Ctr	✓	Project Construct (MO DOE)
Syracuse, NY	1 hr/wk home visit, Head Start for 3+ yrs.	✓ Home	✓ Head Start	Home, Head Start		<i>Brigance</i> , BOCES
Oklahoma City, OK	3 sites: 3 hrs/day, 4 days/wk; 1 site: 6 hrs/day, 5 days/wk	✓		4 sites: 2 churches, 2 schools	✓	Guided by NAEYC key experiences
Reading, PA	1 site: 3.5 hrs/day, 5 days/wk; 1 site: 3 hrs/day, 4 days/wk	✓		Community college & church	✓	<i>High/Scope, Assured Readiness for Learning</i>
Houston, TX	3 hrs/day, 4 days/wk (3+yrs: 6 hrs/day)	✓ a.m.	✓ afternoon	Elementary school	✓	Montessori (for older children)
Austin, TX (ASPIRE)	5.5 hrs/day, 4 days/wk	✓		Portables on elem campus	✓	Activities assigned around themes
Austin, TX (AVANCE)	4 hrs/day, 2 days/wk	✓		2 elementary schools	✓	Activities to support AVANCE parent ed.
San Angelo, TX	3.5 hrs/day, 5 days/wk	✓		3 elementary schools	✓	Themes; <i>Learning by Leaps and Bounds</i>
Norfolk, VA	5.5 hrs/day, 5 days/wk		✓	District ECE ctr	✓	<i>High/Scope</i>
Notes: Hours of classes may include parent-child time and meals. Even Start staff may be paid through a combination of Even Start and other funds.						
Exhibit reads: Decatur, AL provides early childhood classes 3.5 hours/day, four days a week in a church annex.						

EXHIBIT 3.7	
ECERS-R TOTAL AND SUBSCALE SCORES FOR EDS EARLY CHILDHOOD CLASSROOMS	
ECERS-R SCALE	AVERAGE SCORE
Total	4.88
Space and furnishings	5.16
Personal care routines	5.17
Language-reasoning	4.75
Activities	4.35
Interaction	5.73
Program structure	4.67
Parents and staff	4.62
Notes: ECERS is the Early Childhood Environment Rating Scale, which measures the overall quality of an early childhood classroom. Each scale runs from 1 (inadequate), to 3 (minimal), to 5 (good), to 7 (excellent). Based on observations conducted in spring 2000 and 2001 in one Even Start classroom in each of 18 EDS projects.	
Exhibit reads: The average ECERS-R score for Even Start early childhood classrooms in the EDS is 4.88.	

EXHIBIT 3.8		
CROSS-STUDY COMPARISON OF ECERS TOTAL SCORES		
PROGRAM/STUDY	ECERS TOTAL SCORE	N OF CLASSROOMS OBSERVED
Even Start (EDS)	4.88	17
Head Start (FACES)	4.9	403
Head Start (OSECP)	4.9	39
Child Care (OSECP)	4.2	42
School-Based (OSECP)	4.5	38
California (CQCO)	4.49	99
Colorado (CQCO)	4.18	100
Connecticut (CQCO)	4.41	99
North Carolina (CQCO)	3.82	100
Notes: Based on observations conducted in spring 2000 and spring 2001 in 18 EDS projects.		
FACES: Head Start Family and Child Experiences Study (U.S. Dept. of Health and Human Services, 2000; p.16)		
OSECP: Observational Study of Early Childhood Programs (Layzer, Goodson & Moss, 1993; p.94)		
CQCO: Cost, Quality and Child Outcomes Study (Helburn, et al, 1995; p.30).		
Exhibit reads: The average ECERS score for Even Start early childhood education classrooms in the EDS is 4.88.		

EXHIBIT 3.9		
PERCENT OF EVEN START EDS CLASSROOMS WITH VARIOUS LITERACY-RELATED CHARACTERISTICS		
CLASSROOM LITERACY CHARACTERISTIC	PERCENT OF CLASSROOMS (N=15 CLASSROOMS)	
Books in the Classroom		
Books displayed & available for children	100%	
Small area just for book reading	100%	
Books in range of difficulty levels	100%	
Book area orderly and inviting	100%	
Any books that convey factual information	73%	
Listening area for recorded books/stories	73%	
Book area has soft materials	67%	
More than 25 books available	53%	
Books in any other area of the room	47%	
Any books in science-related area	14%	
Any books in dramatic play area	7%	
Any books in blocks area	20%	
Any books in other area	27%	
3+ books related to current theme (if evidence of theme)	50%	
Writing in the Classroom		
Writing tools available in writing area	93%	
Paper available in writing area	93%	
Puzzles with letters/words	80%	
Distinct area for writing	87%	
Alphabet visible to children	67%	
Word cards with familiar names/words	80%	
Charts, big books, other evidence of group literacy	73%	
Templates/tools to form letters	47%	
Child dictations that teachers wrote	40%	
Examples of children's writing on display	26%	
Writing tools in play/blocks area	7%	
Props to prompt children to write in play/blocks area	13%	
Subscale Scores	Even Start Average (s.d.)	Head Start Average (s.d.)
Books (Maximum Score = 20)	9.7 (2.2)	11.1 (3.9)
Writing (Maximum Score = 21)	8.8 (3.5)	10.4 (4.2)
Literacy Checklist Total (Maximum Score = 41)	18.5 (5.0)	21.6 (7.4)
Notes: Data come from the Literacy Checklist (Dickinson, 2001), a measure of the materials and space in a classroom that are devoted to books and writing. Based on observations conducted in 2000 and 2001 in 15 EDS classrooms. Comparative subscale scores from Head Start come from Dickinson (2002) who compiled data on 255 Head Start projects.		
Exhibit reads: A small area for book reading was available in 100 percent of the EDS early childhood classrooms.		

EXHIBIT 3.10		
DESCRIPTION OF HOME VISITS IN 18 EDS PROJECTS		
PROJECT	FREQUENCY	CONTENT
Decatur, AL	Once a month	PAT curriculum and parent-child activities
Phoenix, AZ	Once a month, 30 to 60 minutes each	Parent-child activities like making puppets and children's books, or arts & crafts
Montclair, CA	Twice a month	Coordinates parent-child activities at home with early childhood classroom activities
Carrollton, GA	At least one a month, up to six visits per month	PAT curriculum
Godfrey, IL	Twice a month, 90 minutes each	Parent-child interactions and child development, PAT curriculum
Wichita, KS	Five to six per year, one-hour visits per year	PAT activities and handouts; each family gets a book at each visit
Kansas City, KS	Three times during summer	Books and a related activity
Shelbyville, KY	One region has home visit if center-based participation is a problem; other region has monthly visits	Child development, progress on parental goals, parent-child activities
Bloomington, MN	Once a month	Literacy based with focus on developing positive parent-child interactions
Mountain Grove, MO	Once a month	PAT curriculum
Syracuse, NY	Once a week, 90 minutes for ECE and parenting	Parent-child activities with family educator giving feedback to parent, modeling behavior; also includes life skills information for parent
Oklahoma City, OK	Weekly, one-hour visits	Parent-child activities, with home visitor modeling behavior, coaching parent
Reading, PA	Once a month, hour each	Focus on activities for children, incorporating activities from the early childhood classrooms
Houston, TX	Twice a month	Link what children do at school with what parents do at home
Austin, TX	Weekly for family with preschooler; monthly for family with younger child	Home visits use HIPPIY for preschoolers; PAT curriculum for parents of younger children
AVANCE/Austin, TX	Monthly during school year, one-hour	AVANCE curriculum and Reading is Fundamental materials
San Angelo, TX	Average of 10 home visits per family per year	Reading and adult-child learning activities to reinforce parenting skills, using kits from Lakeshore Ed. Publishing; PAT (birth-3) and Learning by <i>Leaps and Bounds</i> (4-7 year olds)
Norfolk, VA	Once a month, 60 to 90 minutes long	PAT curriculum
Notes: PAT is the Parent as Teacher program.		
Exhibit reads: The Decatur, AL project provides home visits once a month.		

EXHIBIT 3.11		
PERCENT OF EVEN START EXPENDITURES, BY FUNCTION, AND BY YEAR		
FUNCTION	YEAR	
	1991-1992 (N=10 PROJECTS)	1999-2000 AND 2000-2001 (N=18 EDS PROJECTS)
Early childhood education	31%	34%
Adult education	15%	12%
Parenting education	9%	9%
Support services	9%	9%
Administration	14%	20%
Evaluation	10%	6%
Case mgmt & recruiting	4%	4%
Other	8%	6%
Notes: Data for 1991-1992 were collected from 10 projects participating in the In-Depth Study of the first national evaluation. Data for 1999-2000 and 2000-2001 were collected from 18 projects participating in the Experimental Design Study of the third national evaluation. For 11 of these projects, data were collected in spring 2000. For the remaining seven projects, data were collected in spring 2001.		
Exhibit reads: In 1999-2000 and 2000-2001, 34 percent of Even Start funds were spent on providing early childhood education.		

