

Archived Information

Even Start Family Literacy Program - 2002

CFDA Number: 84.314 - Even Start_Statewide Family Literacy Program

Goal 8: To help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families through a unified family literacy program that integrates early childhood education, adult literacy and adult basic education, and parenting education

Objective 8.1 of 1: The literacy of participating families will improve.

Indicator 8.1.1 of 4: Adult literacy achievement: Increasing percentages of Even Start adults will achieve significant learning gains on measures of math and reading.

Targets and Performance Data				Assessment of Progress		Sources and Data Quality		
<i>Percentage of adults showing moderate to large gains on Tests of Adult Basic Education (TABE)</i>				<p>Status: Unable to judge</p> <p>Progress: Progress toward the target cannot be judged since there was no valid assessment instrument for 2001. Format of the 2001-02 Department's Consolidated State Performance Report (currently under development) will determine if data are available for 2002.</p> <p>Explanation: The percentage of adults who showed significant gains in 1995-96 (the last year for which data are available) did not change in math and declined in reading. Progress toward the target cannot be judged since the assessment will be changed for the next data point. (An improved but different assessment instrument will be used in the next measure of performance towards this target).</p>		<p>Additional Source Information: In addition to the annual Consolidated State Performance Report, data sources are the Second and Third National Even Start Evaluations: Sample Study.</p> <p>Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification. Data for the Second and Third National Even Start Evaluations: Sample Study were collected before ED Standards for Evaluating Program Performance Data were developed.</p> <p>Limitations: The National Even Start Evaluations: Sample Study was designed to look at new participants' gains each year, thus the populations being compared in 1994-95 and 1995-96 were different. The Sample Study also had a small sample size, as well as grantee collected data.</p>		
Year	Actual Performance		Performance Targets					
	Math	Reading	Math					Reading
1995	26	31						
1996	24	20						
2001			40	30				

Indicator 8.1.2 of 4: Adult educational attainment: Increasing percentages of adult secondary education (ASE) Even Start participants will earn their high school diploma or equivalent.

Targets and Performance Data				Assessment of Progress		Sources and Data Quality	
.				<p>Status: Target not met</p>		<p>Additional Source Information: Second and</p>	

Year	Actual Performance	Performance Targets
1996	18	
1997	19	
1999	18.40	
2000	17	
2001		25

Progress: There has been no significant change in the percentage of ASE participants earning a Graduate Equivalency Diploma.

Explanation: The GED figures presented for 1998-99, 1999-00, and 2000-01 represent only the GED attainments for new enrollees within the program year of their enrollment. Thus, GEDs that participants earned after the year of their enrollment ARE NOT reflected.

Third National Even Start Evaluations: Universe Study

Frequency: Annually.
Collection Period: 2001
Data Available: 2003
Validated By: On-Site Monitoring By ED.
 Data were collected for the Second and Third National Even Start: Universe Study before ED Standards for Evaluating Program Performance Data were developed. Other sources and experience corroborate these findings

Limitations: Definitions of participation in ASE and Graduate Equivalency Diploma may vary across programs and these data are obtained through grantee self-report.

Indicator 8.1.3 of 4: Children's language development and reading readiness: Increasing percentages of Even Start children will achieve significant gains on measures of language development and reading readiness.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of children achieving moderate to large gains on a measure of language development</i>			<p>Status: Unable to judge</p> <p>Progress: No new target was set and no new data are available for FY 2002.</p> <p>Explanation: There has been a continuing increase in the percentage of children achieving gains on a measure of language development. Target was met in 1996-97. Progress toward the target for 2000-2001 cannot be judged since there was no valid assessment instrument. The format of the 2001-02 Department's Consolidated State Performance report will determine if data are available for 2002.</p>	<p>Additional Source Information: In addition to the Consolidated State Performance Report, data are collected by the Second National Even Start Evaluation.</p> <p>Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification. Data for the Second and Third National Even Start Evaluations: Sample Study were collected before ED Standards for Evaluating Program Performance Data were developed.</p> <p>Limitations: The National Evaluation Study was designed to look at new participants' gains each year; thus, the populations compared in 1994-95 and</p>
Year	Actual Performance	Performance Targets		
1996	45			
1997	64			
2001		60		

			1995-96 were different. The Sample Study also has a small sample size, as well as grantee collected data.	
Indicator 8.1.4 of 4: Parenting skills: Increasing percentages of parents will show significant improvement on measures of parenting skills, home environment, and expectations for their children.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percentage of parents of 3-to-6-year-old children making medium-to-large gains on the Home Screening Questionnaire</i>		<p>Status: Unable to judge</p> <p>Progress: The percentage of parents showing significant improvement on measures of parenting skills improved from 1994-95 to 1995-96. More recent data are not available.</p> <p>Explanation: ED has continued to place a strong emphasis on improving the literacy focus of parenting education in the last few years. Progress toward the target for 2000-2001 cannot be judged since there was no valid assessment instrument. Data to be collected in the 2001-02 Consolidated State Performance Report are currently being defined. If the Report collects data on Even Start "parenting skills," those data will be available in 2003 and will show what progress was made in 2002.</p>	<p>Additional Source Information: In addition to the Consolidated State Performance Report, data are collected in the Second and Third National Even Start Evaluations.</p> <p>Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification. Data were collected for the National Even Start Evaluations before ED Standards for Evaluating Program Performance Data were developed.</p> <p>Limitations: Instruments used to measure parenting outcomes often have accuracy problems; parents often respond with the answer that is socially acceptable, even if not accurate.</p>	
Year	Actual Performance			Performance Targets
1995	45			
1996	50			