

FY 2011 Illinois Even Start Family Literacy Self Review/Monitoring

| Project Name | Date of Visit | |
|--|---------------|-------------|
| Project Contact Person | | |
| PROGRAM COMPONENTS | In Place | In Progress |
| 1. Adult Education (Guidance - 60 hours per month) Number of adults participating by site/program, and skill level; certification of adult education staff; curricula; number of hours | | |
| 2. Early Childhood Education (Guidance – 60 hours per month for 0-3 and 65 hours per month for 3-5) Number of children participating by site/class, age and grade level; certification of early childhood staff; curricula; number of hours | | |
| 3. Parent Education (Guidance – 20 hours per month of Parent Education and Interactive Literacy combined) Sites and schedule of parenting classes and activities; attendance records; credentials of facilitators; curricula; number of hours | | |
| 4. Parent and Child Interactive Literacy Activities Sites and schedule; attendance records; credentials of facilitators; curricula; number of hours | | |
| 5. Integration of Program Components | | |
| 6. All Families Participate in all Four Components Steps taken to ensure participation, consequences for not participating in all areas | | |

| PROGRAM ELEMENTS | | Program Compliance | |
|---|--|--------------------|----|
| | | Yes | No |
| 1. Identify and recruit families most in need of Even Start services. Number of Families Targeted _____ Number of Families Enrolled _____ Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Recruitment strategies • How family's eligibility is determined. | | |
| 2. Screen and prepare parents, including teenage parents, and children to enable those parents and children to participate fully in activities and services including testing/assessment and support services. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Intake Forms • Screening Process • Preparation Activities • Testing/ Assessment | | |
| 3. Project design accommodates participants work schedule and other responsibilities. Scheduling and location of services allows for joint participation by parents and children. Child care and transportation are provided to the extent possible. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Activity Schedule – times, sites • Child Care • Transportation | | |
| 4. Provide high-quality intensive instructional services that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Content of adult literacy, parent support, early childhood education, interactive literacy • Number of hours offered for each | | |
| 5. Staff qualifications meet federal and state standards. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Degree(s)/Certification • Training | | |
| 6. Staff development activities include opportunities to develop the skills necessary to work with parents and young children in the full range of instructional services. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Assessment/Plan • Meeting specific needs • Training in admin. of family literacy program | | |
| 7. Home based visits consist of integrated instructional services to participating parents and children. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Lesson Plans • How used to integrate core components | | |

| PROGRAM ELEMENTS continued | | Program Compliance | |
|--|--|--------------------|----|
| | | Yes | No |
| 8. Operates on a year-round basis, including the provision of some program services which include instructional and enrichment services, during the summer months. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Program Calendar • Schedule of summer activities | | |
| 9. Coordinates with programs assisted under other parts of Title I of the No Child Left Behind Act of 2001, the Individuals with Disabilities Education Act, Title I and Title II of the Workforce Investment Act of 1998, and with the Head Start program, volunteer literacy programs, Illinois Secretary of State literacy projects, public libraries, and other relevant programs. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • How • With Whom | | |
| 10. Conducts instructional programming using scientifically based reading research for children and adults, to the extent that research is available, and Provide research-based reading-readiness activities for pre-school children that ensure children enter school ready to learn to read. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Selection and understanding of instructional strategies based on scientific research | | |
| 11. Retention strategies are evident and include encouragement to participating families to attend regularly and to remain in the program a sufficient amount of time to meet their program goals. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Attendance Policy • Family Participation – how long, how often | | |
| 12. Promote the continuity of family literacy services to ensure that individuals retain and improve their educational outcomes. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Transition Plans for Adults and Children | | |
| 13. Procedures are in place to ensure that those families most in need of Even Start activities and services are being served. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Criteria for determining which eligible families are most in need. | | |
| 14. Provide for an independent evaluation of the program to be used for program improvement. Evidence/Action Being Taken: | <ul style="list-style-type: none"> • Evidence that data was used for continuous program improvement | | |

| PERFORMANCE INDICATORS | Met | Not Met |
|---|-----|---------|
| A-1: At a minimum, sixty-five percent (65%) of Even Start adults who have completed at least 75 hours of Adult Basic Education (ABE) or Adult Secondary Education (ASE) instruction will demonstrate at or above the average specified test score gains on the Test of Adult Basic Education-Reading (TABE-R), based upon their entry test score levels. | | |
| A-2: At a minimum, sixty-five percent (65%) of Even Start adults, who have completed at least 75 hours of English as Second Language (ESL) instruction, will demonstrate at or above the average specified test score gains on the Basic English Skills Test (BEST) Literacy or the Combined English Language Skills Assessment (CELSA) based upon their entry test score levels. | | |
| A-3: Eighty percent (80%) of Even Start adults who are not taking ABE, ASE or ESL classes (i.e., are not addressed in performance indicators A-1 or A-2) will attain one or more education, employability skill or employment goal within a prescribed period of time as measured by pre- and post-assessments completed by the adult participant and project staff. | | |
| C-1: Eighty percent (80%) of children ages birth to three, who have been enrolled and have participated in Even Start, will attain at least two developmentally appropriate language and emergent literacy goals that are identified and regularly monitored by project staff and parents within a project year. | | |
| C-2: Seventy-five percent (75%) of children ages three to five, who have been enrolled and have participated in Even Start, will demonstrate progress in language development and literacy as determined by their teacher through authentic, ongoing assessment documenting baseline and progress as recorded on a checklist. | | |
| C-3: Seventy-five percent (75%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start, will demonstrate progress in a given school year in reading readiness or reading skills as determined by their teacher through ongoing assessment documenting baseline and progress as recorded on a checklist. | | |

| PERFORMANCE INDICATORS continued | Met | Not Met |
|--|------------|----------------|
| C-4: Forty-five percent (45%) of children ages birth to three, who have been enrolled and have participated in Even Start for at least one month, will participate in seventy percent (70%) of the child developmental/educational program activity hours offered in center-based or home-based settings as measured by project attendance records. | | |
| C-5: Seventy percent (70%) of children ages three to five, who have been enrolled and have participated in Even Start for at least one month, will participate in seventy percent (70%) of the child developmental/educational program activity hours offered in center-based or home-based settings as measured by project attendance records. | | |
| C-6: Seventy percent (70%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start, will attend school at the same or better rate as the building attendance rate reported in school records. | | |
| C-7: Ninety percent (90%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start, will be promoted to the next grade level each school year as measured by school records. | | |
| F-1: Eighty percent (80%) of Even Start families with children ages birth to eight years old will participate in at least two transition activities in a project year as measured by sign-in sheets, self-reporting, or portfolio documentation completed by families or project staff. | | |
| F-2: Eighty percent (80%) of Even Start families with children ages birth to eight years old will independently demonstrate at least one of the interactive behaviors identified or learned during interactive literacy parent-child activities or parenting education activities within a project year as measured by artifacts, self-reporting forms or checklists specifically related to interactive behaviors that are completed by either families or project staff. | | |
| F-3: Eighty percent (80%) of Even Start families with children ages birth to eight years old will attain one or more family needs or community involvement goals within a prescribed period of time as measured by pre- and post-assessments completed by the adult participant and project staff. | | |

ISBE Consultant _____

Examples of Documentation

- Relevant publications describing program and access
- Flyers, brochures
- Participant handbook
- Minutes and agenda from meetings of collaborators
- Individual family plan
- Number of adults and programs in which they are enrolled
- Number of children and programs in which they are enrolled
- Daily schedule including times and activities for both adults and children
- Sample attendance sheets
- Screening tools/procedures that identify families as most in need
- Summer activities, schedule
- Listing of assessment instruments used
- Documents evidencing support services
- Professional Development Plan
- List of professional development activities
- FLAIR data