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AN EVALUATION OF FAMILY FOCUS EVEN START: YEAR THREE (2001-2002) LIVINGSTON COUNTY

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SUMMARY

The Year Three Evaluation of the Livingston County Family Focus Even Start program (FFES) focuses on perceptions of families and Family Educators on family experience in the program, perceptions of Family Educators on the overall functioning of the program, perceptions of seven parents participating in the program, suggestions from the Advisory Board, and an analysis of performance indicators (ESTARS).

Comparison of Family Experience and Family Educator Perception of Family Experience

Each actively enrolled Even Start family was asked to complete a survey regarding their experience thus far with the program. Similarly, the Family Educators were asked to complete a separate survey for each family they visit. A total of 23 family surveys were matched to Family Educator surveys, and were used in the analysis. The two surveys were nearly identical in the questions asked. The goal of these surveys is to determine whether Even Start participants are making progress, and whether the families and Educators have similar perceptions of the progress the families are making.

In some cases, family and Family Educator perceptions of family progress were similar (Does your family participate regularly and enthusiastically in Even Start? Have things gotten worse, stayed the same, or gotten better since you started Even Start?). In other cases, selected families and Family Educators indicate substantial mismatches in perceptions (How much progress have you made towards Goal 1? Goal 2? Do you know how to access services in your community?). Each question is discussed in detail in the report.

**Family Educator
Perceptions Survey**

A third survey was administered to Family Educators and the Parent Educator to gather their perceptions of the program's implementation, its evolution over time, and how well it does in meeting and remaining true to its stated goals and objectives. Information gathered in this process is shared with the Family Focus staff so they may consider the information as part of a continuous improvement process.

While most responses have improved generally over the three-year period, responses indicate possibly increased barriers in working with families, schools, and service representatives. These may be due, however, to increased expectations of interaction between the Educators and the schools and agencies.

**Advisory Board Group
Interview**

Five Advisory Board members were able to participate in a group interview at the time of their regularly scheduled meeting at the Family Focus Even Start office on May 1, 2002.

Advisory Board members are very pleased overall with the progress the program has made, and with the impact the program has on participating families. Board members made several suggestions for continuous improvement in the program, such as working with collaborators, and addressing possible service gaps, which are described fully in the report.

**Parent Group
Interviews**

Two moms participated in a Dansville Parent group on April 22, 2002, and four moms and one dad participated in a Nunda group on June 17, 2002.

Participants respond very favorably towards the program in general, and towards their Family Educators. They enjoy the time they spend with staff, and believe their children benefit as well. However, in many cases the parents have a difficult time identifying the true purpose of the program, their own specific goals, and the expectations and roles of families in Even Start. This could be due in part to this population's poor communication skills, and inability to articulate their thoughts in oral communication. Results of the parent interviews are summarized in the report, and recommendations for change are made (such as ensuring that parents understand their role in Even Start).

**Performance
Indicators**

All Even Start programs in New York State must report their performance on six indicators for adult participants, four indicators for children's performance, two indicators for family performance, and six indicators for program performance.

FFES meets or exceeds the goals set by the state on nearly all of the indicators. However, in some cases the number of adults or children meeting the criteria for evaluation on an indicator is low, which indicates that the child or adult did not receive the proper instruction over the course of the year to be included.

Of the six adult indicators, FFES meets or exceeds the state goal on four, while on the remaining two, no adults were eligible for evaluation.

Of the four child indicators, FFES meets or exceeds the state goal on two (read on grade level and promotion to next grade), and is below the goal on two (PLS-3 scores and attendance).

The FFES staff meets or exceeds the state goal on all six of the program performance indicators.

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Staff Team

Lynn Rodgers, Research Assistant, completed data entry for all survey analyses in this report.

Katherine Hernberg provided data entry assistance for the performance indicators portion of the report.

INTRODUCTION

The Livingston County Family Focus Even Start program received initial funding in September of 1999 from the New York State Department of Education. The program began to enroll families in January 2000. In addition to an ongoing federal evaluation of Even Start, each local program is required to conduct an independent local evaluation.

The Year One Local Evaluation report (June, 2000) for the Livingston County Family Focus Even Start program provided a detailed overview of the program, a description of staffing and staff development in the first year, a description of the planned local evaluation of the program over the next four years, as well as preliminary evaluation results from Year One. The Year Two report (June, 2001) provided a more limited overview of the program, and had more focus on the evaluation results from two years of program operation.

This Year Three Evaluation focuses on perceptions of Family Educators over the three-year time period, perceptions of seven parents participating in the program, suggestions from the Advisory Board, and an analysis of performance indicators (ESTARS). For more description of the program operations and process evaluation items, please refer to the Year One and Year Two reports.

ASSESSMENT OF FAMILY EDUCATOR AND FAMILY PARTICIPANT PERCEPTIONS

Three surveys were developed to collect data anonymously from the four Family Educators, and from many of the 40 families enrolled in Even Start during the 2001-2002 year, as of May 2002. The first and second surveys asked both the families and Family Educators to address the progress made by each family, and are discussed in this section. The third survey asked Educators about their own perceptions of the Family Focus program, its start-up

Methodology and Purpose of Matched Educator and Family Surveys

process, and its impact, and is discussed in a later section. Copies of the survey instruments can be found in Appendix A.

Each actively enrolled Even Start family was asked to complete a survey regarding their experience thus far with the program. Of the currently enrolled families, 24 completed the survey, compared to 34 in 2001, and 21 in Year One. Similarly, the Family Educators were asked to complete a separate survey for each family they visit. While Educators completed 25 surveys, a total of 23 surveys were matched to family surveys, so these 23 are included in the matched analysis. In some cases a family did not answer a question, or an Educator did not answer a question, so the sample size for each individual question ranges from 15 to 21.

The two surveys were nearly identical in the questions asked. The goal of these surveys was to determine whether Even Start participants are making progress, and whether the families and Educators have similar perceptions of the progress the families are making. While the surveys were anonymous, a unique identifying number was assigned to each survey so that the family survey and the Educator survey for that family could be matched in the analysis process.

All questions were answered on a scale of 1 to 5. In these two surveys, a score of 5 is the most desirable response for each question. Areas of concern include those in which the family or the Family Educator indicate a “below average” score of 1 or 2. In addition, questions in which a family and the corresponding Educator provided answers that differed by more than two points raise a red flag and will be discussed (e.g., the family answers a 5, while the Educator scores the same family as a 2 or lower on the same question, or vice versa). Please see Appendix B for the tabulated survey results.

Reported Perceptions

Do you understand what Even Start is about?

The families self-report that they have a very good understanding of Even Start. Of the 20 responses, 15 families (75%) said they “understand well (5)” what Even Start is about. All remaining families except one said they understand somewhat or better. The

Educators have a similar perspective on whether the families understand the program. However, in two observations the family rated itself with a value of 2 or 3, and the corresponding Educator rated the family with a 5, which was also the case last year. While this is a low number of mismatches, the Educators should double check that the families understand the program as well as the Educators perceive the families to understand. Further, based on some of the parent interviews (discussed in more detail later in the report), many parents were unable to state verbally what the program is about. This raises a flag that the families may not have a good sense of why they are in the program, or what the program is about.

Recommendation: Educators should confirm that the families understand what Even Start is about. They should try to ask the families periodically why they are in the program, and what they are getting out of the program.

Does your family participate regularly and enthusiastically?

All of the families feel that they participate at least somewhat (n=5) or more regularly (n=16) in the Even Start program, which is similar to last year's results. Educators feel similarly about the families. However, in the family interviews, when asked what types of things they are expected to do in between visits, the parents had a difficult time answering this question. For example, when they mentioned their primary goal was to work on their GED, they then stated that they are doing nothing to work towards that goal. However, as discussed later in the report, this population has extremely low literacy levels, and may have trouble communicating their goals to another individual.

Recommendation: Encourage families to acknowledge their role in Even Start. Be sure families understand that they have responsibilities if they are to participate in the program.

Has your family defined specific goals?

All of the families indicated that they have begun to identify, or have identified their specific goals in Even Start. Similarly, the Educators indicate that all families have at least begun to identify goals. These results are very similar to last year's. Families and their Educators were in general agreement on their ratings for this question.

**Do you know what
your goals are under
Even Start?**

While defining goals is a first step, it is equally important for a family to continue to be aware of their goals over time. Twenty of the 21 matched respondent families scored themselves with a 4 or 5 on this question, and the remaining family scored itself a 3. These results are similar to last year's. Similarly, most of the Educators scored families with a 4 or 5, with only one rating a family with a score of 3. However, when asked what their goals are in the family interviews, some participants were able to answer quickly while others did not seem to be fully aware of their goals.

Recommendation: Frequently reiterate with the families what their goals are, and tie those to the purpose of the program.

**How much progress
have you made
towards your goals?**

Families and Educators were somewhat less positive about the families' progress towards reaching their defined goals, perhaps in part because families are not clear about their goals. Of the 21 matched respondent families, 10 (48%) rated themselves with a 2 or 3 (little or some progress), while the remaining 11 rated themselves with a 4 or 5. Educators answered similarly, which was more positive than Educators' responses last year. In 2002, out of the 21, 9 families were given a rating of 2 or 3 by their Educators. The remainder were rated a 4 or a 5. In the family interviews, many parents indicated that they have a goal of working on their GED, but that they have made no progress. Often the parents expressed the difficulty of making progress towards goals because of the time required in caring for small children.

Recommendation: The Family Educators and the Coordinator should explore whether there is a way for the program to become more supportive of families in making progress towards their goals.

**How much progress
have you made
towards Goal 1?
Goal 2?**

For this question, the Educators were asked to write in specific goals that the family is working on, such as GED, parenting skills, drivers' license, etc. For Goal 1, two families indicated they had completed a goal, and one Educator agreed, while the other gave the family a score of 2 (almost no progress). Generally speaking though, the families' and Educators' responses matched up. For Goal 2, there was one family that scored itself a 2 (little progress) while the Educator scored them with a 5 (great progress). Two other families gave themselves a 3, while the Family Educator gave

them a 6 (goal completed). These are clear mismatches in perceptions. In all other instances the Educator and family scores were quite well matched.

Recommendation: Family Educators should be sure to use their Transition Forms, What’s Been Happening forms, or some other mechanism to track progress towards goals, and ensure that families and the Educators both have the same perspective on progress being made.

Have things gotten worse, stayed the same, or gotten better since you started Even Start?

Overall, families appear to believe that things have gotten better for them since they entered Even Start (18 of the 20 matched respondents for this question (90%)). No families gave themselves a 1 or a 2, while in 2001, two families rated themselves a 2. The Family Educators had similar responses to the families in 2002.

Are you aware there are services available to you in the community?

Families seem reasonably well aware that services exist, and no families rated themselves with a 1 or 2, as two families did in 2001. However, as in 2001, Educators were more likely than the families themselves to think that the families knew about services. For example, 8 of the 20 families said they “know of some” services (40%). However, only 2 Educators gave this response (10%), while they rated all other families more aware of services. Further, while 16 Educators indicated the families “know of many” services, only 10 families rated themselves at this score. This pattern is consistent with 2001, and indicates once again a difference of opinion between families and the Educators’ perceptions of families’ awareness of services. Educators should consider increased communication with families regarding awareness of services available in the community.

Recommendation: Since families may not be willing to admit they are unaware of services, the Educators must ensure they provide information about services on a regular basis.

Do you know how to access services in your community?

Educators’ responses to this question were nearly identical to those regarding the previous question on the level of awareness of services. However, families indicate less awareness of how to access services. Three families rated themselves a 1 (do not know how to access services) or a 2, and in all three of those cases the Educator rated the family a 3 or 4. Again, the results indicate that

Educators should increase communication with families surrounding available services and the methods of access.

Recommendation: Ensuring that families are aware of services that exist is not enough. The Educators must ensure that families know who to call, where to go, or how to sign up to access services in the community.

How has your awareness of services changed since Even Start?

Educators were somewhat less likely than the families to feel that the families' awareness of services has changed since the family joined Even Start. Educators and families were in general agreement in their scoring.

Has Even Start helped you understand how to access services?

All families indicated that Even Start has at least somewhat helped them to understand how to access services, while in 2001, two families indicated that Even Start had not helped them. While 60% of the family respondents indicated that Even Start has helped greatly in this area, only 30% of the Educators felt the same way.

Are you less or more comfortable with your child's teacher since becoming involved in Even Start?

Many of the families do not have a school-aged child, so there are only 18 matched respondents to this question. Of the 18, 4 families indicated that they are about the same in their level of comfort with their child's teacher, while the remainder are more comfortable since becoming involved with Even Start, which is similar to last year's results. Educators' perceptions matched the families' perceptions closely on this question.

Are you less or more involved with your children's schoolwork?

Of the 18 matched respondents to this question, one family feels they are less involved with their children's school work, three families feel they are at the same level of involvement since joining Even Start, and the remainder are more involved in their child's schoolwork. These responses match the Educators' responses fairly closely.

PROCESS EVALUATION

As mentioned earlier, the third survey is administered to Family Educators (and in Year Three, to the Parent Educator) to gather their perceptions of the program's implementation, its evolution

over time, and how well it does in meeting and remaining true to its stated goals and objectives. Information gathered in this process is shared with the Family Focus staff so they may consider the information as part of a continuous improvement process. A process evaluation can help managers assess the start-up of a new program, and assess both ongoing program strengths and problem areas that develop over time.

Family Educator Surveys

The four Family Educators, as well as the new Parent Educator each filled out a survey regarding their perceptions of Even Start overall, their experience with barriers or problems, and their perceptions of the training they have received.

Tables 1 through 3 below show the Family Educators' responses in the Year One, Year Two and Year Three surveys.

Four staff responded to the first question about how smoothly the program functions overall (Table 1). All four feel that the Even Start program is functioning very smoothly or extremely smoothly overall. This response is similar to the responses in Years One and Two. Further, all of the respondents feel that the program has high/much value or impact overall, consistent with past years' results.

Referred families increasingly meet Even Start program criteria.

When asked how well the referred families match Even Start admission criteria, all respondents stated that most match well. Responses to this question have improved slightly each year, to the point where all respondents give the highest score.

Table 1: Family Educator Perceptions of Even Start

	Year 1* (n=5)	Year 2 (n=4)	Year 3* (n=5)
How well was start-up process organized?			
Not well organized	0	NA	NA
Fair organization	0	NA	NA
Somewhat organized	0	NA	NA
Well organized	2	NA	NA
Very well organized	2	NA	NA
No answer	1	NA	NA
How smoothly does program seem to be functioning overall?			
Not very smoothly	0	0	0
Less than somewhat smoothly	0	0	0
Somewhat smoothly	0	0	0
Very smoothly	4	2	3
Extremely smoothly	1	2	1
What is your perception of overall value/impact of program?			
No value or impact	0	0	0
Small amount of value or impact	0	0	0
Some value or impact	0	0	0
High Value or impact	3	1	1
Much value or impact	2	3	4
How well do the referred families match the Even Start program criteria?			
Very few match well	0	0	0
Some match well	0	0	0
About half match well	0	0	0
Many match well	3	1	0
Most match well	2	3	5

**In Year One, the Administrative Assistant completed a survey, and in Year Three, the Parent Educator filled out a survey.*

Selected barriers in working with families persist.

Table 2 on page 11 shows the Educators' perceptions of barriers or problems they experienced on the job. While in Year One, all four Family Educators said they experience "occasional" barriers or problems with families, the answers were more diverse in Year Two. In addition to two Educators who said they have occasional problems, one Educator had few problems, while one had more than occasional problems. Year three responses were split between "few" barriers and "occasional" barriers. No one responded that they have "no" barriers or problems with families. This is perhaps not surprising given the population being served, but the Educators and other staff should continue to evaluate this issue and determine if solutions to barriers exist.

Recommendation: Continuously review whether barriers to working with families can be removed.

Perceived barriers to working with school representatives have increased.

Family Educators appear to have seen an increase in the barriers to working with school districts. The level of barriers in Year Three is similar to those in Year One, after a decrease in Year Two. With the addition of the Parent Educator and her involvement in the schools, we might expect to see fewer barriers with the schools. However, it may be that barriers have become more apparent to Educators as the program has attempted to make a more concerted effort to reach out to the schools. Further, Educators have been asked to increase their level of shared planning with the schools and agencies, which the Educators see as positive progress.

Recommendation: Explore the reasons for the perception that increases in barriers to working with school representatives has taken place. If it is due to increased interaction with the schools, it may be a temporary period of transition, as the Educators build new relationships with school personnel.

Educators perceive increased barriers to working with service agency representatives.

Working with the service agency representatives has become more problematic since Year Two. Respondents indicated they had few, occasional, or some barriers or problems. In Year Two, two respondents indicated they had no barriers to working with service agency representatives. The reasons for an increased sense of

barriers to working with agencies may be similar to those discussed above regarding the schools. Educators are now required to make more connections with agencies than ever before, and overall feel the increase in communication is positive, though it can also lead to an increase in awareness of barriers.

Recommendation: Explore the reasons for the perception that increases in barriers to working with service agency representatives has taken place. Again, if it is due to increased interaction between Educators and service agencies, the perception of barriers may be temporary.

Overall, Educators say they have fewer problems and barriers.

Staff answers to questions about barriers with families, schools, and service agencies seem to indicate a general increase in the presence of barriers. However, when asked overall if the Educators have fewer or more problems this year as compared to Year One (or compared to when they first started at Even Start), three of the Educators responded that they have fewer problems, and two responded that they had about the same number of problems or barriers. In Year Two, all respondents indicated they had fewer problems. None of the Educators stated that the level of problems has increased in either year.

Recommendation: Family Focus should set a goal of fewer problems or barriers with schools, families, and service agency representatives.

Table 2: Family Educator Perceptions of Barriers or Problems

	Year 1	Year 2	Year 3
Do you experience barriers/problems in working with assigned families?			
No barriers or problems	0	0	0
Few barriers or problems	0	1	2
Occasional barriers or problems	4	2	3
Some barriers or problems	0	1	0
Frequent barriers or problems	0	0	0
Do you experience barriers/problems in working with school representatives?			
No barriers or problems	0	3	1
Few barriers or problems	2	0	2
Occasional barriers or problems	2	0	2
Some barriers or problems	0	1	0
Frequent barriers or problems	0	0	0
Do you experience barriers/problems in working with service agency reps.?			
No barriers or problems	0	2	0
Few barriers or problems	2	1	2
Occasional barriers or problems	2	1	2
Some barriers or problems	0	0	1
Frequent barriers or problems	0	0	0
Do you experience more or fewer problems or barriers now than you did during Year One (or when you first started at Even Start) with families, school representatives, and agency representatives?			
Fewer barriers or problems	NA	3	3
Slightly fewer barriers or problems	NA	1	0
About the same barriers or problems	NA	0	2
Slightly more barriers or problems	NA	0	0
Many more barriers or problems	NA	0	0

Staff seems satisfied with training activities.

Table 3 on page 13 shows the Family Educators' perceptions of their training experiences with Even Start. Four Educators indicated that the individuals who present during their various training sessions have a high level of knowledge and experience on the training topic, while one respondent feels the presenters have average knowledge. Further, four respondents feel that the training activities continue to build "a good amount or greatly" on their own knowledge and skills, while one respondent feels the

training activities “build somewhat” on her skills. These responses are similar to those in Years One and Two.

When asked if staff development is adequate for their needs, three of the Educators feel it is very adequate, one feels it is adequate, and the fifth respondent feels it is somewhere in between. Similarly, while three of the Educators feel that the staff development is very timely, one Educator feels that the training is somewhat timely, and one is in between. The responses regarding staff development are consistent with Year Two responses, and remain an improvement over Year One.

Complexity of training is about right, but the need for training has dropped off somewhat.

When asked about the level of complexity of training, three Educators indicate that the training is about the right level of complexity, while one Educator feels it is a little too complex, and the last respondent feels it is less than the right level. This is a substantial improvement over Year Two results, when three out of four respondents indicated that the training was too complex.

When asked if the need for training has dropped off, all the respondents feel it has dropped off slightly, or somewhat. Turnover among Educators was low during this program year, as only one new Educator came on board. The experienced Educators may feel the need for training has dropped off, and they may serve as a good training resource for the newer person.

Table 3: Family Educator Perceptions of Training

	Year 1	Year 2	Year 3
Do individuals who present during training have adequate knowledge and experience?			
No knowledge	0	0	0
Little knowledge	0	0	0
Average knowledge	0	0	1
More than average knowledge	1	0	0
Much knowledge	3	4	4
Do staff development training activities build on your knowledge and skills?			
Do not build on skills	0	0	0
Build a little bit	0	0	0
Build somewhat	0	0	1
Build a good amount	1	2	1
Build greatly	3	2	3
Do you feel staff development is adequate for your needs?			
Not adequate	0	0	0
Slightly adequate	0	0	0
Somewhat adequate	1	1	1
More than somewhat adequate	0	2	1
Very adequate	3	1	3
Do you feel that staff development is timely? (Occurs regularly, when you need it)			
Not at all timely	0	0	0
Slightly timely	0	0	0
Somewhat timely	3	1	1
Quite timely	0	0	1
Very timely	1	3	3
Has training maintained the right level of complexity?			
Not complex enough	NA	0	0
A little bit complex	NA	0	1
About the right complexity	NA	1	3
Slightly high on complexity	NA	0	1
Too complex	NA	3	0
Has the need for training dropped off?			
Need has not dropped off	NA	1	0
Dropped off slightly	NA	1	2
Has dropped off somewhat	NA	2	3
Dropped off substantially	NA	0	0
Need has dropped away completely	NA	0	0

ADVISORY BOARD GROUP INTERVIEW

Five Advisory Board members were able to participate in a group interview at the time of their regularly scheduled meeting at the Family Focus Even Start (FFES) office on May 1, 2002.

Overall, the Advisory Board feels that it is used consistently, and that the Even Start Coordinator follows through on recommendations made by the Board.

Role of Schools

The Advisory Board pointed out that all school districts are facing increasing budgetary constraints, due in part to the state fiscal crisis. As budgets are cut, schools may increasingly see external programs, such as FFES, as a burden.

Recommendation: FFES must develop a strategy to address the potential fall out from school budget pressures. FFES should ensure that the schools feel they are benefiting from their participation, and that it does not add to their workload.

Collaboration with schools has increased.

The Advisory Board feels the addition of the Parent Educator, and the addition of her parenting classes for participating families, is an excellent change in the last year. Having the Parent Educator in the schools was named by the Advisory Board as a very important step to provide FFES “presence” in the school buildings.

Recommendation: The Parent Educator’s presence should be emphasized and increased in the schools, where possible.

Teachers are becoming more vocal about FFES as they learn more about it and learn that their students may benefit. One Advisory Board member indicated that teachers now approach her about FFES referrals, whereas in the last two years they did not.

Increased Education Requirements

Having all the Family Educators trained in FDC (Family Development Training and Credentialing Program) is seen as a great asset for marketing the program to schools. Further, Advisory Board members feel that the newly mandated increase in education level of the FFES Family Educators will help to get

Working with Collaborators

schools on board as collaborators. Advisory Board members feel the increased education level will be a real asset to the program. The most recently hired Family Educator has a degree, and is paid at a higher rate than those Educators without degrees. As current Educators obtain their degrees, they will be raised to higher pay grades.

The Advisory Board feels that FFES makes an outstanding effort to educate all collaborators about the program. For example, the staff recently met with teachers in all grade levels in Mt. Morris schools to explain the program to them and answer questions.

Recommendation: Staff should meet with teachers on a regular basis in all school systems once a year, as turnover among teachers will occur, and keeping both newer and more tenured teachers up to date on the program is important.

The family forum night at the Livonia schools to address the joys and trials of parenting was mentioned as an example of a successful outreach. While school representatives met with parents, Even Start staff met with the children. Parents were able to observe, first-hand, how the Even Start staff might be of help to them and their children. Livonia schools and Even Start plan to hold a similar forum next year.

Recommendation: FFES should evaluate whether the Family Forum approach could be used in other schools as a family recruitment technique.

The Advisory Board suggested that FFES might need to review the process of follow-up with referral persons, to ensure that referral persons are kept up to date on the status of families they refer.

Recommendation: Review the process of follow-up with referral persons in the county, to ensure the referral persons receive information about the status of families they refer.

Adult Education Concerns

While BOCES continues to play an important role in collaboration with FFES, some adult education concerns exist for the hard-to-serve FFES population. For example:

- There may be a need for more culturally-relevant examples;
- Some parents' literacy levels are too low for remote GED. They don't have good time management skills, and can't understand the materials enough to do them on their own;
- There is a perception that BOCES' focus is on students who are nearly able to take the GED test, and that they may not be as well suited to provide adult education to those at extremely low literacy levels.

The BOCES/FFES GED program will fill an important gap.

In order to address these concerns, FFES is in the early stages of working with BOCES to hire a GED teacher specifically for FFES families, and to hold classes at the Lakeville site of Genesee Community College. GCC will provide the space, and FFES must provide only the books, calculators, and snacks. FFES staff believes that most parent difficulties with BOCES stem from the location in a high school setting, which they find intimidating, and from parents' attitude problems.

Recommendation: This BOCES/FFES GED class and/or teacher should remain high priority for the next program year.

Potential Funding Cuts

The Advisory Board mentioned the potential \$50 million cut in federal dollars for Even Start funding.

Recommendation: FFES should, to the best of its ability, have a plan for how to incorporate potential budget cuts, if they were to occur.

Changes in Service Population

When asked about how well Even Start is serving the Mount Morris Hispanic population, Board members responded that this is not yet happening. Advisory Board members indicated that this is no fault of FFES, but rather that the Mt. Morris school district is taking time to get up to speed on their role. However, several Hispanic families are eligible and should be referred to FFES in the coming months. Further, FFES did receive approval of an expansion to pilot an idea for how to serve the Hispanic population in Mt. Morris. Staff is meeting with Superintendents to move this effort forward.

One Advisory Board member suggested that pregnant teens might be a group that FFES could better serve. They tend to fall through the cracks. However, according to FFES staff, the Superintendents would prefer that FFES become more focused on the type of family they want to serve, rather than try to serve additional service populations. Further, the TASA program through the Department of Health provides in-home services to pregnant teens to try to keep them in school.

PARENT INTERVIEWS

Two moms participated in the Dansville Parent group on April 22, 2002, and four moms and one dad participated in the Nunda group on June 17, 2002.

Purpose of Even Start

When asked what Even Start is about, the Nunda group in particular had a difficult time putting it into words. With some prodding, they mentioned that the program works with the whole family, not just with the parents or just with the children (like BOCES, e.g.). They also described Even Start as a “goal-setting” program that works with you on your goals at your own pace. When asked what their role in Even Start is, they had no suggestions. According to the Even Start staff, the Nunda group of parents has extremely low-level literacy, near 3rd grade. Therefore, this group may have a difficult time articulating the purpose of Even Start, and their goals within the program.

Recommendation: Ensure that the families know that they have responsibilities as participants in Even Start. Be sure they know what they should work on from week to week.

Working with Educators

The Dansville group indicated that they love to have the Family Educator come to their homes. They would like to have her come more often! The children are calm when she visits. The Educator encourages them to think about their goals—GED, getting drivers permit, being better parents. The Educator provides rides to GED classes, which is much appreciated. They like the Educator so much they don’t tell anyone else about Even Start because they don’t want to share her time (though this was said in jest, and in fact, many families enter FFES through enrolled family referrals).

Similarly, the Nunda group emphasized that they and their kids trust their Family Educator and they would be unlikely to continue in Even Start if she changed location and they were assigned a different Educator.

Recommendation: Encourage participants to tell their friends about Even Start and find a way to convince them it will be better for them if they have more families (i.e., then the Parent Educator can spend more time developing parenting materials).

Family Educators are well received by parents.

The Nunda group expressed a desire to see their Family Educator at a time when the older children would have more time with her. However, this is probably impossible given school and work schedules. Perhaps during the summer months the Educators can try to provide special emphasis on the school-aged children.

Recommendation: The Educators could consider generating projects and activities for the school-aged children, especially during the summer months and holiday weeks.

Goals

Several parents indicated that the GED is their primary goal, but they are doing nothing to work towards it because they don't have enough time, due to the presence of young children. However, according to Even Start staff, for many of these parents, an increased reading and math level is the near term goal, since they are quite far from being able to consider testing for the GED. One parent expressed frustration with the BOCES GED classes. She has difficulty communicating with the teacher. The FFES plan to develop its own adult education program, with the help of BOCES, appears to be much needed.

Recommendation: Clearly the need for an Even Start GED teacher/class exists. Family Focus should continue to make this a high priority.

Several parents in the Nunda group indicated that a goal is to get a job they can keep, or to get a better paying job, or to get their husband a job he can keep. They indicated that it is hard to keep a job when "you can get fired for every little thing."

Recommendation: Even Start should consider whether it needs to provide training or information about appropriate behavior in the workplace for selected families, who may have difficulty keeping a job.

Very simple activities can lead to improved literacy for low-literacy level parents.

Family Educators encourage the low-literacy level parents to engage in everyday conversation with other parents, and to read to their young children. These types of activities encourage improved literacy, and the parents are motivated to carry out these activities, especially those that involve interaction with their children.

Parent Group Meetings

The Dansville group is very pleased with the new parent group with the Parent Educator. They very much like to learn about parenting issues, and how to be better parents. This group is also excited that the Parent Educator will be going into their homes to address parenting-specific issues. The Nunda group did not express as much satisfaction with the new parent group, but referred to it as a time to get together and talk with the other moms while the Educators baby-sit. FFES staff indicated that feeling social is a good outcome for these parents, since they are often quite isolated. They are encouraged to share with one another when they meet as a group.

Recommendation: While the comment about babysitting may not have been a serious one, Educators should ensure the time in the groups is structured enough so that it does not appear to be simply a socializing opportunity.

The Dansville parents would like to add a child and parent component to the parent meetings. They would like to observe the Parent Educator in how to interact with their children. They would also like to see their children interacting with other children.

Recommendation: Can the Parent Educator alternate weeks with children and without children? Would this fit into her curriculum?

The Dansville group indicated that they like to receive handouts for their parent meeting folders. They like the journals, where they can keep notes and phone numbers.

Recommendation: Maybe the Parent Educator can develop more materials that the parents can take home. Perhaps consider providing parents with a binder, and provide materials with holes punched in them.

Both Dansville parents expressed an interest in learning about computers. They indicated that their Family Educator does not bring her computer into their homes. The Parent Educator indicated that she has a laptop that perhaps she could use in the parent meetings.

Recommendation: FFES should consider developing a computer curriculum for parents.

Benefits to Even Start Participation

Nunda parents mentioned they learned about services such as Early Intervention, Focus on the Children, and housing services through their Even Start Educator.

One Nunda parent indicated that one of her children has opened up to other people substantially as a result of participation in Even Start. Several parents stated that they read to their children more often.

School Social Worker Involvement

At the end of the Dansville session, the school social worker came in and the parents used the opportunity to share concerns about their kids and seemed quite open to the advice they received.

Recommendation: This is an outstanding opportunity for the parents to gain access to a school social worker, and to learn about how the schools will deal with children with behavior problems.

NYS PERFORMANCE INDICATORS

With the end of Year Three drawing to a close, many families have been involved in Even Start long enough to take pre-tests and post-tests on important data indicators, which measure performance on literacy criteria. Even Start staff have collected the necessary data for the evaluation of the following performance

indicators, and provided CGR with the proportion of participants who passed each indicator.

Below we first list the indicators in detail. Next we discuss the data results, and provide recommendations for future change, as well as recognize actions already planned or underway at FFES.

Current Indicators The six performance indicators for *adults*, all of which have been modified and one of which is new, are as follows:

- 1.1 50 percent of all adults who have completed a 100-hour block of parent literacy and who pre-tested at or below a score of 8.9 on the TABE (math or reading) will demonstrate a one grade level gain as measured by the TABE (math or reading).¹
- 1.2 50 percent of all adults who have completed a 100-hour block of ESL and who pre-tested below level 4 on the NYSPLACE will demonstrate a one level gain as measured by the NYSPLACE.²
- 1.3 50 percent of participating Even Start adults who have a goal of High School Diploma or equivalent and who score 9.0 and above in reading and math on the TABE, will earn a high school diploma or equivalent during the program year.
- 1.4 50 percent of Even Start participants who have this goal will enter into post-secondary education, job training or re-training.
- 1.5 50 percent of Even Start participants who have this goal will enter employment or obtain career advancement or the military during the program year.

¹ The TABE is a standardized test used to measure academic achievement in reading and mathematics (NYS Even Start Literacy Performance Indicators Guide, 2000).

² The NYSPLACE Test is an ESOL placement test for adult and continuing education programs (NYS Even Start Literacy Performance Indicators Guide, 2000).

- 1.6 [NEW] 35 percent of adults who score at or below Level 3 on the National Reporting System benchmarks for writing will improve one level after 100 hours of instruction.

The four performance indicators for *children* involved in Even Start are auditory and expressive indicators, attendance at school, being promoted to the next grade level on schedule, and reading at the appropriate grade level. These are nearly identical to the 2001 indicators.

- 1.7 50 percent of all Even Start children age 12 months to 5 years old who score at the 50th percentile or below on either the auditory comprehension or expressive communication will increase their percentile rank on auditory comprehension and expressive communication as measured by the PreSchool Language Scale (PLS-3) after one year of participation.³
- 1.8 75 percent of all Even Start children in school grades K through 3 will have attended school at the same or better rate as the building attendance rate.
- 1.9 90 percent of all participating Even Start children who are enrolled in Even Start by November 1 and who attend school, pre-K through grade 3, will be promoted to the next grade, as reported by the child's school district.
- 1.10 50 percent of children, who are enrolled in Even Start by November 1 and who are in school grades 1 through 3, will read on grade level or above, as reported by the child's school district at the end of the year.

Two *family* indicators were added this year. They concern parental support for literacy and their children's formal education.

³ The PLS-3 is designed to assess young children's auditory comprehension and expressive communication ability (NYS E.S. Family Literacy Performance Indicators Guide, 2000).

- 1.11 50 percent of parents will demonstrate a 0.3 gain in supporting interactive literacy activities as indicated by the Parenting Education Profile.
- 1.12 50 percent of parents will demonstrate a 0.3 gain in supporting children's learning in formal educational settings as indicated by the Parenting Education Profile.

Six overall indicators for the *program* were also added. They measure the eligibility of newly accepted families and staff support and training.

- 2.1 The program offers integrated instruction in the home for a minimum of two 1-hour visits each month for each family.
- 2.2 95 percent of families enrolled during the program year will have low literacy levels at intake.
- 2.3 90 percent of families enrolled during the program year will be at or below the poverty level at intake.
- 2.4 50 percent of the families will stay with the program for 12 or more months.
- 2.6 The program offers an average of 5 hours a month of combined general and individualized professional development for staff who provide direct services to families.
- 2.7 The program offers a minimum of 8 hours per month of shared planning time with the staff who provide direct services to the families.

Table 4: Results on New York State Even Start Family Literacy Performance Indicators

	Total Evaluated on Indicator	Total passing	Livingston passing rate	Statewide passing goal
Adult Indicators (total adults served in Year Three = 45)				
1.1 TABE score increases by one grade level	14	8	57%	50%
1.2. NYSPLACE score increases by one grade level	0	0	NA	50%
1.3. Attain HS Diploma or equivalent	5	3	60%	50%
1.4. Meet goal of post-secondary education, job training, retraining	6	6	100%	50%
1.5. Meet goal of employment, career advancement, military	11	10	91%	50%
1.6. National Reporting System writing score increases by one level	0	0	NA	35%
Children Indicators (total children served in Year Three= 79)				
1.7. Children at or below 50th percentile on auditory/expressive communication will increase their rank on PSL-3	10	3	30%	50%
1.8. Children in grade K through grade 3 will have average or better attendance	27	11	41%	75%
1.9. Children will be promoted to next grade level on time	8	8	100%	90%
1.10. Children will read on or above grade level	6	4	67%	50%

Table 4, continued

	Total Evaluated on Indicator	Total passing	Livingston passing rate	Statewide passing goal
Family Indicators (total families served in Year Three = 42)				
1.11. Parents will demonstrate a gain in supporting interactive literacy activities	0	0	NA	50%
1.12. Parents will demonstrate a gain in supporting children's formal education	0	0	NA	50%
Program Indicators				
		Livingston Time Offered		Statewide Passing Goal
2.1. Offers two, one-hour integrated instruction visits a month		4 visits/1.5 hours each		2 visits / 1 hour each
2.6. Offer professional development for staff who provide direct service		6.7 hours		5
2.7. 8 hours per month of shared planning time for staff who provide direct service		9.3 hours		8
	Total Evaluated on Indicator	Total passing	Livingston passing rate	Statewide passing goal
2.2. Enrolled families have low literacy at intake	10	10	100%	95%
2.3. Enrolled families at or below poverty level	10	10	100%	90%
2.4. Retain families for 12 or more months	42	30	71%	50%

Adult Indicator Results

Of the 45 adults enrolled in Livingston Even Start over the course of Year Three, not all were eligible for evaluation on the six adult indicators. For example, not all the adults have set a goal of employment or post-secondary education, so they would not be included in the evaluation of Performance Indicator 1.4. In other words, different numbers of adults are included in each indicator, because different “slices” of the adults being served by Even Start

fall under the appropriate criteria for each indicator. The number of adults in each slice for the four adult Performance Indicators ranged from zero to a maximum of 14 (see Table 4 above).

Indicator 1.1: Of the 14 adults who had initial scores below 8.9 in reading or math on the TABE at the start of Year Three, and who had 100 hours of adult education during the year, 57% increased by one grade level based on their TABE score at the end of Year Three. The target percentage for this indicator is 50%, so Livingston Even Start surpassed the target. *Nonetheless, according to FFES only 14 adults out of a total of 35 possible adults were actually included in the indicator. That means the remaining 21 adults either did not receive their 100 hours of parent literacy, or they did not have a second TABE score.* FFES reports that Livingston County adults do not have adequate access to adult education instruction, due to child care and transportation limitations.

Planned Action: FFES will contract with U-Turn Church in Dansville for a space one evening a week to provide programming for the entire family, including parent literacy.

Indicator 1.2: The program has continued to be unable to serve non-English speakers in the past year, after losing a bilingual Family Educator at the end of Year One. Therefore, there are no adults on which to assess Indicator 2. With the new funding for a pilot program to reach out to the Mt. Morris Hispanic community, Year Four is likely to see the incorporation of Spanish-speaking families.

Planned Action: Continue to work with Superintendents to determine the best way to reach out to the Hispanic population in Mt. Morris and other districts.

Indicator 1.3: Of the 5 adults who had set a goal of achieving a GED or HS diploma, and who had tested at a 9.0 or higher on the TABE at the start of the year, 3 accomplished the goal, for a rate of 60%. This is higher than the 50% target goal. While the rate seems good, this is still a very small number of adults accomplishing this important goal, as it was last year. While many adults have a long-term goal of achieving their GED, very few adults are at the point of testing for the diploma. Further, many of those adults who are ready to test exhibit resistance towards

attending classes in the High School setting; also, as many do not have phones, home study is not a viable option.

Planned Action: Contract with BOCES and GCC Lakeville to hold two 6-hour GED classes per week for FFES adults. This plan should retain high priority for FFES in Year Four.

Indicator 1.4: Of the 6 adults who set a goal of entering post-secondary education or job training, all 6 achieved the goal, which is much higher than the target rate of 50%. However, as was the case in 2001, many of these adults are now in low-paying jobs, and many do not have benefits. Livingston Even Start continues to provide support to these adults to encourage additional educational goals, while working around their employment demands.

Recommendation: The Advisory Board and Even Start staff might explore new approaches to encouraging educational progress for adults who are in low-paying, low-prospect jobs.

Indicator 1.5 Of the 11 adults who set a goal of entering employment, career advancement, or placement in the military, 10 adults (91%) achieved their goal. This is much higher than the target of 50%.

Indicator 1.6 None of the adults served were eligible for inclusion in the indicator.

Child Indicator Results

Of the 79 children enrolled in Livingston Even Start at the end of Year Three, not all were eligible for evaluation on the four indicators. For example, indicator 1.7 is only for children ages 6 months to 5 years. The number of children eligible for evaluation on each indicator ranged from 6 to 27 (see Table 4 above).

Indicator 1.7: Of the 10 children who were assessed at the start and end of Year Three, 3 (30%) improved their rank, which is significantly lower than the target rate of 50%. In two cases, Even Start staff administered the PLS-3 initially, and by Arc Children's Services staff at the end of the year, which could lead to non-comparable results. Further, two other children had test scores that indicated they are at or above expectations for their age.

Planned Action: In the future, all children scoring in the 50% percentile or lower will be assessed by Arc Children's Services, to ensure that consistent testing is completed.

Indicator 1.8: Of the 27 children in grade K to 3rd grade, 11 (41%) attended school at a rate equal to or higher than their school building's average. This is below the target rate of 75%. Ten of the 27 children left FFES during the year, and five children entered the program after May 1, 2002. Of the 17 children who were enrolled at some point between November 2001 and June 2002, 10 (59%) had attendance rates at or above the building rate.

Recommendation: Although the explanations above explain some of the low percentage succeeding on this indicator, Family Educators should continue to emphasize the importance of attendance in individual meetings with parents. Educators could ask the parents if their school-aged children have missed any days each week, and explore the reasons for such absences.

Indicator 1.9: Of the 8 school-aged children whose status was known, all 8 will be promoted next year, which exceeds the program goal of 90%.

Indicator 1.10: The target goal for children grades 1 through 3 who read at grade level is 50%. Among the 6 Livingston Even Start children in grades 1 through 3 whose status is currently known, 4 read on grade level, or 67%.

Planned Action: Increase the number of children available for evaluation on this indicator by keeping families enrolled. Further, FFES will improve shared planning with the schools through regularly scheduled opportunities with classroom teachers, therapists, and counselors.

Recommendation: Determine whether information on children can be gathered in a more timely manner, so that more children can be included in the indicator next year.

Family Indicator Results

Of the 42 families participating in Livingston Even Start, none have yet been tested twice on the family indicators (1.11, 1.12). Because the tests are generally given yearly, results will not be

available until next year. Of the few families that were tested after 6 months, small improvements were seen. Some of the planned actions for FFES to continue strengthening parenting and family functioning are as follows:

Planned Action: Strengthen Parenting Education groups by hiring an early childhood person to attend the groups and make it possible to have more flexible scheduling.

Planned Action: Have Parent Educator go on home visits to build trust and strengthen curriculum connection between home and class.

Planned Action: Connect with America Reads tutors from SUNY Geneseo.

Program Indicator Results

The program indicators are used to evaluate aspects of the program which concern the staff, outreach efforts, or more than one family.

Indicator 2.1: Staff offered families an average of 4, 1.5 hour visits each month and actual visits averaged 2, 1.5 hour visits each month. These figures show that staff was willing and able to spend more time with each family than required. However, much time during visits was spent dealing with families facing various crises, rather than integrated instruction.

Planned Action: FFES will plan for families to still have visits during unexpected or prolonged staff absences.

Planned Action: Plan training and activities for staff to relieve stress when dealing with multiple families in crisis, to help Educators keep families focused on purpose of visit.

Indicator 2.2: Ten new families joined Livingston Even Start and 100% of the families had low levels of literacy at intake. Referrals received their TABE tests through Genesee Valley BOCES. This rate is higher than the goal of 95%.

Planned Action: To continue to increase the enrollment of new families, FFES will visit neighborhoods in communities with low numbers of FFES families (such as HUD apartment complexes).

Planned Action: Inform schools and referral agencies that FFES has room for families in those identified communities.

Indicator 2.3: Of the 10 new families, all of them were at or below the poverty level at intake. This exceeded the goal of 90%.

Planned Actions: Same as for Indicator 2.2.

Indicator 2.4: 30 of the 42 families have been participating for over 12 months. This is a 71% retention rate, while the state goal for the program is 50%. Still, FFES would like to continue to have families stay in the program long enough to meet their goals.

Planned Action: Strengthen Parenting Education groups.

Planned Action: Begin a Parent Advisory Board.

Indicator 2.6: The goal for professional development is 5 hours each month, for each staff member who provides direct services to families. Livingston Even Start exceeded this goal, with an average of 6.7 hours per month of combined general and individual professional development **offered** to staff. The actual number of hours of professional development **taken** by staff, an average of 11.7 per month, is more than double the suggested amount.

Planned Action: FFES plans to become more involved in training provided by the partner schools.

Recommendation: While training is almost always valuable, 12 hours per staff person (or one and one-half work days per month) is quite high, given that in years past staff have voiced concerns about demands on their time. While some of the excess in training this year is explained by multi-session trainings, FFES may want to be more judicious in its training offerings if the time spent presents more problems than benefits.

Indicator 2.7: Staff participated in an average of 9.3 hours per month of shared planning, exceeding the statewide goal, which was eight hours for each FTE staff.

Planned Action: Schedule periodic regular opportunities with collaborators and partners for planning during times other than when data are needed.

Planned Action: Prepare for planning sessions with specific questions associated with components and key areas of concern (e.g., language development, attendance, parenting skills, etc.).

CONCLUSION

The Livingston County Even Start program continues to have impact on enrolled families in Year Three. The program staff focus on continuous improvement, as illustrated by the addition of a Parent Educator in Year Three, and the plans for a BOCES/FFES GED class this fall. Many families are making progress, while others face severe crises and progress much more slowly.

The Livingston County Even Start staff continue to demonstrate dedication, continuous improvement, and innovation to meet a continuous need for the program's services. The program uses both qualitative and quantitative data, as outlined in this report, to evaluate its progress, and to provide a basis for future change.

APPENDIX A: SURVEY INSTRUMENTS

APPENDIX B: CROSS-TABULATIONS

Family Responses Crossed by Family Educator Responses

Families were asked to complete a survey about their experience with the Even Start program, and their assigned Family Educators were asked to complete an identical survey regarding each of their assigned families. The goal of these surveys was to determine whether progress is being made, and whether the families and their Educators have similar perceptions of the progress the families are making. While the surveys were anonymous, a unique identifying number was assigned to each survey so that the family survey and the Educator survey for that family could be matched in the analysis process.

The tables below are cross-tabulations that cross the responses of families with the responses of their respective Family Educators. For example, in the first table below, a total of 15 families responded "understand well," or a value of 5 to the question. A total of 15 Family Educators also responded with a 5. Of those 15 families who responded with a 5, 12 of their Family Educators also gave them a 5, while in 2 cases, the Family Educator assigned the family a value of 4, and in 1 case the Educator assigned a value of 3.

		Family: Do You Understand What Even Start is About?					TOTAL	
		Do not understand	Understand Somewhat			Understand well		
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
Family Educator: Does This Family Understand What Even Start is About?	Do not understand	<i>1</i>	0	0	0	0	0	
		<i>2</i>	0	0	0	0	0	
	Understand somewhat	<i>3</i>	0	0	1	1	2	
		<i>4</i>	0	0	0	1	3	
	Understand well	<i>5</i>	0	1	1	1	12	
TOTAL			0	1	2	2	15	20

		Family: Does your family participate regularly and enthusiastically in Even Start?					TOTAL	
		Does not participate	Participates somewhat			Participates regularly		
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
Family Educator: Does this family participate regularly and enthusiastically?	Does not participate	<i>1</i>	0	0	0	0	0	
		<i>2</i>	0	0	0	0	0	
	Participate somewhat	<i>3</i>	0	0	1	2	5	
		<i>4</i>	0	0	2	1	4	
	Participates regularly	<i>5</i>	0	0	2	1	9	
TOTAL			0	0	5	4	12	21

Family: Has your family defined specific goals?

		Has not identified...		Has begun to identify		Has identified		TOTAL
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
Family Educator: Has this family defined specific goals?	Has not identified goals	<i>1</i>	0	0	0	0	0	0
		<i>2</i>	0	0	0	0	0	0
	Has begun to identify	<i>3</i>	0	0	1	2	0	3
		<i>4</i>	0	0	1	0	1	2
	Has identified goals	<i>5</i>	0	0	1	4	11	16
TOTAL		0	0	3	6	12	21	

Family: Do you know what your goals are under Even Start?

		Do not know goals		Sort of know		Know exactly		TOTAL
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
Family Educator: Does this family know what its goals are under Even Start?	Does not know goals	<i>1</i>	0	0	0	0	0	0
		<i>2</i>	0	0	0	0	0	0
	Sort of knows	<i>3</i>	0	0	0	1	0	1
		<i>4</i>	0	0	1	1	3	5
	Knows exactly	<i>5</i>	0	0	0	6	9	15
TOTAL		0	0	1	8	12	21	

Family: How much progress have you made towards your goals?

		No Progress		Some Progress		Great Progress		TOTAL
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>		
Family Educator: How much progress has this family made towards their goals?	No Progress	<i>1</i>	0	0	0	0	0	0
		<i>2</i>	0	1	0	1	0	2
	Some Progress	<i>3</i>	0	0	4	2	1	7
		<i>4</i>	0	0	3	1	3	7
	Great Progress	<i>5</i>	0	0	2	2	1	5
TOTAL		0	1	9	6	5	21	

Family: How much progress have you made towards Goal 1?

		No Progress		Some Progress		Great Progress	Completed Goal	TOTAL
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	
Family Educator:How much progress has this family made towards Goal 1?	No Progress	<i>1</i>	1	0	0	0	0	1
		<i>2</i>	0	0	4	0	1	5
	Some Progress	<i>3</i>	0	0	0	1	3	4
		<i>4</i>	0	0	0	1	3	4
	Great Progress	<i>5</i>	0	0	2	0	0	2
	Completed Goal	<i>6</i>	0	0	0	0	1	2
TOTAL		1	0	6	2	7	2	18

Family: How much progress have you made towards Goal 2?

		No Progress		Some Progress		Great Progress	Completed Goal	TOTAL
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	
Family Educator:How much progress has this family made towards Goal 2?	No Progress	<i>1</i>	0	0	0	0	0	0
		<i>2</i>	0	0	0	0	0	0
	Some Progress	<i>3</i>	0	1	2	1	2	6
		<i>4</i>	0	0	2	0	1	3
	Great Progress	<i>5</i>	0	1	0	0	1	2
	Completed Goal	<i>6</i>	0	0	2	1	0	4
TOTAL		0	2	6	2	4	1	15

Family: Have things gotten worse, stayed the same, or gotten better since you started Even Start?

		Gotten worse		Stayed same		Gotten better	TOTAL
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
Family Educator:Have things for this family gotten worse, stayed same, or gotten better	Gotten worse	<i>1</i>	0	0	0	0	0
		<i>2</i>	0	0	0	0	0
	Stayed same	<i>3</i>	0	0	0	2	4
		<i>4</i>	0	0	1	3	9
	Gotten better	<i>5</i>	0	0	1	0	7
TOTAL		0	0	2	5	13	20

Family: Are you aware there are services available to you in the community?

		Unaware	Know of some		Know of many svcs	TOTAL		
		1	2	3	4	5		
Family Educator: Is this family aware there are services available in the community?	Unaware of services	1	0	0	0	0	0	
		2	0	0	0	0	0	
	Know of some services	3	0	0	1	0	1	2
		4	0	0	2	0	0	2
	Know of many services	5	0	0	5	2	9	16
TOTAL			0	0	8	2	10	20

Family: Do you know how to access services in your community?

		Do not know	Know how to access some		Know how to access ma	TOTAL		
		1	2	3	4	5		
Family Educator: Does this family know how to access services in the community?	Do not know	1	0	0	0	0	0	
		2	0	0	0	0	0	
	Know how to access some	3	1	0	0	1	0	2
		4	1	1	1	0	0	3
	Know how to access many	5	0	0	4	3	8	15
TOTAL			2	1	5	4	8	20

Family: How has your awareness of services changed since Even Start?

		Less aware	About the same		Much more aware	TOTAL		
		1	2	3	4	5		
Family Educator: How has family's awareness of services changed since Even Start?	Less aware	1	0	0	0	0	0	
		2	0	0	0	0	0	
	About the same	3	0	0	3	3	3	9
		4	0	0	1	2	2	5
	Much more aware	5	0	0	1	2	4	7
TOTAL			0	0	5	7	9	21

Family:Has Even Start helped you understand how to access services?

		Has not helped	Helped somewhat		Helped greatly	TOTAL	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
Family Educator:Has Even Start helped this family access services?	Has not helped	<i>1</i>	0	0	0	0	0
		<i>2</i>	0	0	0	0	0
	Helped somewhat	<i>3</i>	0	0	3	3	10
		<i>4</i>	0	0	0	1	4
	Helped greatly	<i>5</i>	0	0	1	0	6
TOTAL		0	0	4	4	12	20

Family:Are you less or more comfortable with child's teacher since Even Start?

		Less comfortable	About the same		More comfortable	TOTAL	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
Family Educator:is family less or more comfortable with child's teacher since Even Start?	Less comfortable	<i>1</i>	0	0	0	0	0
		<i>2</i>	0	0	0	0	0
	About the same	<i>3</i>	0	0	2	0	5
		<i>4</i>	0	0	2	2	7
	More comfortable	<i>5</i>	0	0	0	0	6
TOTAL		0	0	4	2	12	18

Family:Are you less or more involved with your children's schoolwork ?

		Less involved	About the same		More involved	TOTAL	
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
Family Educator:is family less or more involved with children's schoolwork?	Less involved	<i>1</i>	0	0	0	0	0
		<i>2</i>	0	0	0	0	0
	About the same	<i>3</i>	1	0	0	0	3
		<i>4</i>	0	0	3	2	8
	More involved	<i>5</i>	0	0	0	1	7
TOTAL		1	0	3	3	11	18