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**MISSOURI FAMILY LITERACY  
INDICATORS OF PROGRAM QUALITY  
AND  
STANDARDS OF PERFORMANCE**

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**LOCAL PROGRAM EVALUATION FORMS**

**St. Louis, Missouri  
October, 2001**

## Missouri Family Literacy Initiative

TO: Even Start Program Site Directors  
FROM: Jeri Levesque  
SUBJECT: Component and Program Self-Assessment



The following pages contain a self-assessment tool based on the “Missouri Family Literacy Indicators of Program Quality and Standards of Performance,” published June, 2001.

Pages 1 through 9 present standards and indicators for each of the five components of your program. For each quality consideration under the program components, indicate how descriptive that item is for your program. The scale to use is delineated on each page and is as follows:

- 1 = Needs to be discussed and planned
- 2 = Emerging
- 3 = Nearing completion
- 4 = Fully operational

Pages 10 through 13 present standards and indicators for the program as a whole. Self-assessment for the program should be completed in a fashion similar to self-assessment for each component.

Record the date and write notes to explain your rating. Share these rating scales with your staff and program partners to explore ways to continuously improve your program by identifying strengths and weaknesses, planning staff development, and focusing questions to guide annual program evaluation.

## Parent and Child Together (PACT) Time

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

**Component Definition:** PACT Time consists of regularly scheduled opportunities for parents and their children to play and work together. PACT activities assist adults in affirming, discovering, and expanding their parenting skills.

### Program Standards

PACT activities:

- Enhance parents’ awareness of how children learn and specifically how their own child learns best.
- Provide parents with materials and techniques to support their children’s learning and development in the home.
- Educate and encourage parents in their role as advocates in their child’s formal educational experiences.
- Provide opportunities for parents to practice new strategies in a supportive environment where teachers model, coach, and encourage learning strategies.
- Programs offer PACT Time 20 hours per month.

Performance Indicators	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. Both parent and child enjoy fun activities and are playfully involved in them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Parents communicate with and listen to, rather than instruct their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. During PACT Time, parent-child related activities include story reading and story-telling, and other interactive literacy activities within the center as well as during home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Parents form reasonable expectations for children's achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Parents encourage active manipulation by their child of a variety of objects, engagement of the child in problem solving and thinking, and active involvement of the child in reading stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Parents recognize literacy experiences occurring within routine family interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Parents reflect with the teachers following at least some parent child experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Parents transfer lessons learned in parenting sessions about child development to the PACT activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Parenting Education

**Component Definition:** Parenting Education provides information, instruction, and support for parents regarding how to be their child’s first teacher and partner in education. Children gain additional advances in their emergent literacy skills through the anticipated improvements to their home environment resulting from parental exposure to information in literacy and child development.

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

### Program Standards

- Staff members aid parents in affirming, discovering, and expanding their parenting skills.
- Parents expand their knowledge of child development and increase their ability to establish developmentally-appropriate expectations for their children.
- Parents recognize the importance of their role in their child’s development of emergent literacy skills.
- Parents recognize their own unique strengths as parents (i.e., patience, humor, energy, responsibility, etc.) while they learn additional parenting skills (i.e., stress management, alternatives to corporal punishment, positive communication techniques, etc.)
- Parents participate in home visits.
- Parents are aware of their child’s interests and abilities and can choose books, toys, and activities that are challenging yet achievable.
- Parents engage in developmentally-appropriate pre-literacy activities with their young children, for example: reading and re-reading favorite stories, engaging children in conversation, naming items, and activities as they are encountered, providing opportunities for children to draw and print, etc.
- The home visitor encourages parental participation during home visit by planning activities for the visit with the parent.
- The home visitor is also attuned to the needs and concerns of the parent and responds to these concerns with appropriate information, support, or referrals to collaborating agencies.

Program Quality Indicators	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. All staff members receive training in parenting education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The project provides 24 hours of parenting education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

**Parenting Education (continued)**

Performance Indicators	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 90% of adults will affect their child's ability to learn as evidenced by informal assessment and self-assessment in two or more of the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• adults talk with and read to their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• adults demonstrate the ability to support children's decision making skills;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• adults demonstrate an understanding of a what a good listener is by listening carefully to their children and encouraging them to express ideas;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• adults demonstrate preparation and continuous involvement in children's school activities such as conferences, meetings, home visits, and volunteer opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• adults provide support and encourage structure for the home learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• adults exhibit the ability to support their children's language development and stimulate their creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• adults can identify and communicate their own strengths and those of their children and increase awareness of school expectations and learn how to communicate effectively with school personnel and advocate for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Adult Education

**Component Definition:** Adult Education provides the information and instruction necessary to support the improvement of literacy and learning skills in adult learners. (“Literacy skills” are defined as the adults’ ability to read, and speak in English, and compute and solve problems at levels of proficiency needed to fulfill responsibilities as parents/family members, citizens/community members, and workers.) The adult education component also works in concert with the other family literacy components to support adults’ transfer of acquired skills and knowledge to their home and community.

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

### Program Standards

- Academic content is taught within a functional content.
- Learning environment is adult-centered.
- Environment is appropriate and comfortable for adults.
- Instruction is relevant to student’s life and goals (i.e., life, workplace, and/or parenting skills).
- Students’ progress in literacy depends on his/her literacy levels at program entry.
- Assessment is regular and frequent and, whenever possible, carried out in the context of meaningful tasks.
- Instructional materials reflect the context of the adult student’s life (i.e., newspapers, forms, workplace items, etc.)
- Program format, schedule, location, and entry options reflect the needs of learners.
- Support services such as quality infant/child care and transportation are provided.
- Assessment is based on individual student achievement.
- Program offers maximum flexibility and relevant support.

Performance Indicators for Adult Learning (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 40% of adult learners progress at least one level as measured by the TABE or CASAS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 50% of adults who have completed at least 100 hours of Adult Basic Education will demonstrate specified test score gains on the TABE based upon their entry test score levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The percent of adult learners enrolled in Beginning ABE who complete that level will meet or exceed 21%; Beginning Basic Education - 23%; Low Intermediate 25%; High Intermediate 26%; Low Adult Secondary Education 70%; High Adult Secondary Education 73%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 30% of all adults who complete a 100-hour block of adult education and who pre-tested at 0-8.9, on the TABE (math or reading), will demonstrate a one grade gain as measured by the TABE (math or reading).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Ratings to use below:</b> <b>1. Needs to be discussed and planned</b> <b>2. Emerging</b> <b>3. Nearing completion</b> <b>4. Fully operational</b>
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### Adult Education (continued)

Performance Indicators for Adult Learning and English as Second Language (ESL)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 50% of adults who have completed at least 100 hours of ESL instruction will demonstrate specified test score gains on the CASAS or TABE based on their entry test score levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The percent of adult learners enrolled in Beginning ESL who complete that level will meet or exceed 22%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The percent of adult learners enrolled in Low Intermediate ESL who complete that level will meet or exceed 25%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The percent of adult learners enrolled in High Intermediate who complete that level will meet or exceed 26%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The percent of adult learners enrolled in Low Advanced ESL who complete that level will meet or exceed 27%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. The percent of adult learners enrolled in High Advanced ESL who complete that level will meet or exceed 29%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Ratings to use below:</b> <b>1. Needs to be discussed and planned</b> <b>2. Emerging</b> <b>3. Nearing completion</b> <b>4. Fully operational</b>
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### Adult Education (continued)

Performance Indicators for Adult Work and Education Progress (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 80% of adults who have identified at least one continuing education-related goal or at least an employment-related goal will attain one or more of these goals within a prescribed period of time as measured by checklists completed by participants and program staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 26% of students attending at least 12 hours will meet their employment goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. At least 60% of participants will stay active until goals are met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

  

Performance Indicators for GED completion (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 20% of the Level II and 60% of the Level III adult learners seeking High School Completion will pass the GEd or earn a high school credential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 24% of adults completing the GED will enter postsecondary education or training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Early Education

**Component Definition:** Early Education serves the children of participating adult learners by advancing emergent literacy skills through developmentally appropriate literacy and pre-literacy activities. Emergent Literacy is an instructional philosophy based on the premise that literacy learning begins at birth and is encouraged through participation with adults in meaningful activities. Emerging literacy behaviors change and eventually become conventional over time. Young children who are living in circumstances that place them at greater risk of school failure (including poverty, low level of maternal education, maternal depression, and other factors) are much more likely to succeed in school if they attend well-planned, high quality early childhood programs.

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

### Program Standards

- Physical environment is clean, safe, well lighted, and comfortable.
- Smaller class sizes and/or greater adult-child ratios reflect the program’s commitment to encouraging responsive interpersonal relationships.
- Program creates and supports positive attitudes toward learning in young children.
- Program reflects commitment to children in the professional development and support of its teachers.
- Curriculum design and classroom environment are language-rich with many opportunities for interactive experiences, provide child-initiated learning, and nurture the development of reasoning and problem-solving skills.
- Physical environment meets and, ideally, exceeds the minimum required standards for certification and licensure.
- Class sizes will be smaller and adult-child ratios larger than those required for certification and licensure.
- Staff is well qualified, trained in child development, and have appropriate certification by state requirements.
- A living wage, health insurance, and on-going training and educational opportunities reflect the program’s recognition of early childhood staff as professionals and the commitment to continuity within

Performance Indicators for Child Readiness (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. Of those 3 to 5 year old children who participate in at least 80 hours of early childhood instruction, 75% will improve by one level on each of the five indicators of the Language and Literacy subscale of the Child Observation Record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 80% of children ages birth to five years old from native English speaking background who have been enrolled in the program for at least seven months will demonstrate continuous progress in language development and literacy with a pre-assessment within one month of enrollment and a post-assessment no sooner than six months thereafter using an age-appropriate language/literacy assessment that is also appropriate for second language students yield development age scores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

**Early Education (continued)**

<b>Performance Indicators for Child Readiness (continued)</b>	<b>Ratings</b>				<b>Remarks/Examples</b> Please use this column liberally
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
3. 60% of Even Start children, ages five to eight, who have been in the program for at least seven months, will demonstrate adequate yearly progress in a given school year in reading readiness or reading using any district wide administered standardized nor-referenced achievement test or district wide alternative assessment instruments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Performance Indicators for Child Attendance (required)</b>	<b>Ratings</b>				<b>Remarks/Examples</b> Please use this column liberally
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
1. 80% or more of the four to five year old/pre-school children attending a family literacy early childhood center and enrolled four months or longer in Even Start will attend an average of 60 hours per month or more in early childhood and PACT activities combined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. After seven months of family participation in family literacy, 80% of children in public school grade K-3 will have attended school at the same or better rate as the building attendance rate reported.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Performance Indicators for Child Promotion (required)</b>	<b>Ratings</b>				<b>Remarks/Examples</b> Please use this column liberally
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
1. After seven months of family participation in Even Start, 90% of Even Start children, ages five to eight enrolled in school, will be promoted to the next grade level each school year as measured by school records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Home Visits

**Component Definition:** Home visits are linked to all other program components. The home visit is used as an opportunity for the parent and child to learn and play together and literacy is a primary focus of activities.

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

### Program Standards

- Program recognizes that some families may require a transition period before they are comfortable with and committed to home visits.
- School and classroom personnel are included in at least some visits.
- Home visitors demonstrate sensitivity to family culture and respect family boundaries.
- Home visits balance parent-child relationship building, child development, and attention to parents' needs and interests.
- Home visitors help parents to observe children and point out developmental interpretations of children's actions.
- Home visitor staff is able to set boundaries for their roles in working with families.
- Alternate locations, such as libraries, can be utilized temporarily as home visit sites if the family is initially uncomfortable with the visit occurring in the home. Such locations should be familiar to and comfortable for the family and allow for focused interaction.
- Home visitors prepare other staff who will visit the family.
- Staff development for home visitors includes team debriefing of experiences they have had in the home.
- Ideally, home visitors speak the first language of the family or involve collaborators who share the linguistic and cultural backgrounds of families.
- Materials and approaches for the home visit are tailored for each family. The resources and materials found in the home are the basis of activities.
- Home visitors build upon and adapt to the family environment, seeking transfer of home visit activities to daily interactions between parent and child.
- Home visitors model interactions and reinforcements and encourage parent's development of developmentally-appropriate expectations of his/her child.
- Rapport with families in the program is key for staff selection and supervision.
- A familiar service provider for continuity conducts home visits.

Performance Indicators for Child Readiness (continued)	Ratings				Remarks/Examples
	1	2	3	4	Please use this column liberally

- |   |                          |                          |                          |                          |  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. Each participant receives at least one home visit a month for every month he/she participates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|

## Integration of Components

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

### Program Standards

- Identify and continually reinforce common messages to be emphasized across components, for example, the value of literacy, importance of the application and transfer of skills, role of experience in development, importance of practice, use of individual strengths, central role of the parent in a child’s development
- Involve staff from all program components to plan an integrated curriculum.
- Fiscally compensate all team members to meet together at least once per week, in addition to individual prep time, for program planning and integration.

Program Quality Indicators	Ratings				Remarks/Examples
	1	2	3	4	Please use this column liberally
1. The project meets three of the four following intensity standards per month: <ul style="list-style-type: none"> <li>• 48 hours adult education;</li> <li>• 80 hours early childhood education;</li> <li>• 24 hours parenting education;</li> <li>• 20 hours PACT Time.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. All core components are made available to participants year round.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Retention

### Program Standards

- Staff uses at least three different strategies to retain families who do not meet program standards for attendance, behavior, achievement, and participation.
- Provide opportunities for past and present participants to assume paraprofessional roles within the program, i.e., to mentor, volunteer or be employed.

**Ratings to use below:**

- 1. Needs to be discussed and planned**
- 2. Emerging**
- 3. Nearing completion**
- 4. Fully operational**

Program Quality Indicator	Ratings				Remarks/Examples
	1	2	3	4	Please use this column liberally
1. 60% of families enrolled participate a minimum of ten months; 30% a minimum of seven months; 10% a minimum of four months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Transitions from Family Literacy

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

### Program Standards

- Engage staff and families together for planning transition support.
- Prepare for transitions of children by working with school or community programs.
- Provide opportunities for adults to explore a range of post-family literacy options.
- Plan comprehensive transition services to continue when service delivery mechanisms or family eligibility change.

Program Quality Indicator	Ratings				Remarks/Examples
	1	2	3	4	Please use this column liberally
1. 80% of families with children ages birth to eight years old who will experience a transition during the program year, will participate in at least two transition activities in a program year as measured by sign-in sheets, self-reporting, or portfolio documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Program Evaluation

**Ratings to use below:**  
**1. Needs to be discussed and planned**  
**2. Emerging**  
**3. Nearing completion**  
**4. Fully operational**

### Program Standards

- Develop an evaluation plan to assess, through thorough objective measurement and systematic analysis, whether the program demonstrates continuous improvement.
- Collect quantitative and qualitative data to demonstrate whether the program achieves the purposes for which it was funded.
- Use reliable and valid evaluation methods appropriate to the program goals and objectives.
- Share evaluation findings and recommendations with participating families, staff, community and statewide collaborators, the local school district, and state and federal legislative representatives

Program Quality Indicators	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. A written evaluation report compliant with the Missouri standards and indicators is sent to the Even Start state coordinator within 30 days of the end of the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The report is an analysis of quantitative and qualitative data collected to determine the extent of the accomplishments of the program goals associated with the program process, output, outcomes, and impacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The report documents and supports continuous local program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	