

Parent and Child Together (PACT) Time

Component Definition

PACT Time consists of regularly-scheduled opportunities for parents and their children to play and work together as a way to promote literacy and language development. PACT activities build understanding of the critical role parents play in positive adult-child interactions.

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

Program Standards

PACT interactions:

1. Are provided at least 20 hours per month, 12 of which must be literacy-based.
2. Provide opportunities for parents to practice new strategies in a supportive environment where teachers model, coach, and encourage learning strategies.
3. Provide parents with materials and techniques to support their children's learning and development.
4. Enhance parents' awareness of how children learn and specifically how their own child learns best.
5. Are child-focused.

Performance Indicators	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. Each family participates in PACT Time at least 5 hours per month.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2a. Interactive literacy activities occur within each PACT Time (story-reading, story-telling, and retelling, singing, finger plays).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2b. Programs collect and display students' work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3a. Staff observe parents applying strategies discussed during parenting sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3b. Staff provide a print-rich literacy environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4a. Parents focus on child's interest during play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4b. Parents listen to and communicate with their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4c. Parents express reasonable expectations for children's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4d. Staff reflect with parents following parent-child experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Parenting Education

Component Definition

Parenting Education provides information, instruction, and support for parents regarding how to be their child's first teacher and full partner in the education of their children.

Program Standards

Parenting Education:

1. Is provided at least 20 hours per month, 8 of which must be literacy-based.
2. Expands parents' knowledge of child development and increases their ability to establish developmentally-appropriate expectations for their children.
3. Expands knowledge of language, literacy, and cognitive development.
4. Recognizes individual strengths of parents (i.e., patience, humor, energy, responsibility, etc.) while learning parenting skills (i.e., stress management, alternatives to corporal punishment, positive communication techniques, etc.).
5. Expands knowledge and use of school and community resources.

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

Performance Indicators	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. Each parent participates in at least 5 hours of parenting education per month.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2a. Provide support and encourage structure for the home learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2b. Select books, toys, and activities, based on the child's interests and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3a. Talk with and read to their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3b. Support children's decision making skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3c. Listen to children and encourage the expression of ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Identify their own strengths and those of their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5a. Increase awareness of school expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5b. Communicate effectively with school personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5c. Advocate for their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5d. Demonstrate preparation and continuous involvement in children's school activities such as conferences, meetings, home visits, and volunteer opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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. Near completion
 4. Fully operational

Program Standards

Adult Education:

1. Academic content is taught within a functional context, and promotes critical thinking.
2. Student informal and formal assessment is conducted and analyzed on a regular basis, consistent with state AEL requirements, and based on student needs and goals.
3. Learning environment is appropriate, comfortable for adults, and adult-centered.
4. Classroom environments are language-rich with multiple opportunities for literacy experiences, problem solving, communication, and reasoning.
5. Instruction integrates scientifically based reading research (SBRR) strategies with content relevant to student’s goals (i.e., family, personal, work.).
6. Instructional materials reflect the context of the adult student’s life, with a priority on the use of authentic resources. (i.e., newspaper, forms, workplace items, etc.)
7. Program format, schedule, location, and entry options are flexible to maximize support for adult learners.
8. Staff is trained to assist adults with learning difficulties and/or documented learning disabilities.
9. Staff is trained in ways to implement scientifically based reading research strategies within the classroom.

Performance Indicators for Adult Learning (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 50% of adults who have completed at least 100 hours of AEL instruction will demonstrate a gain of at least one grade level equivalent level on the TABE or CASAS (reading or math) based on their entry level assessment scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The percent of adult learners enrolled in Beginning Literacy who complete that level will meet or exceed 23%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The percent of adult learners enrolled in Beginning Basic Education who complete that level will meet or exceed 30%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The percent of adult learners enrolled in Low Intermediate Basic Education who complete that level will meet or exceed 33%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Adult Education (continued)

Performance Indicators for Adult Learning (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
5. The percent of adult learners enrolled in High Intermediate Basic Education who complete that level will meet or exceed 35%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The percent of adult learners enrolled in Low Adult Secondary Education who complete that level will meet or exceed 48%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. The percent of adult learners enrolled in high Adult Secondary Education who complete that level will meet or exceed 50%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Performance Indicators for Adult Learning and English as a 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 ESOL instruction will demonstrate at least a five (5) point gain on the CASAS Reading test based on their entry level assessment score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The percent of adult learners enrolled in Beginning ESOL Literacy who complete that level will meet or exceed 18%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The percent of adult learners enrolled in Beginning ESOL who complete that level will meet or exceed 20%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The percent of adult learners enrolled in Low Intermediate ESOL who complete that level will meet or exceed 22%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. The percent of adult learners enrolled in High Intermediate ESOL who complete that level will meet or exceed 22%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Adult Education (continued)

Performance Indicators for Adult Learning and English as a Second Language (ESL)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
6. The percent of adult learners enrolled in Low Advanced ESOL who complete that level will meet or exceed 22%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. The percent of adult learners enrolled in High Advanced ESOL who complete that level will meet or exceed 22%.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Performance Indicators for Adult Work and Education Progress (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 30% of adult learners attending at least 12 hours who had a primary or secondary goal to enter postsecondary education or vocational training will meet their goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. 40% of unemployed adult learners attending at least 12 hours who had a primary or secondary goal to obtain employment will obtain unsubsidized employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. 40% of currently employed adult learners attending at least 12 hours who had a primary or secondary goal of improved or retained employment will retain or advance in employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. 60% of adult learners will stay active until goals are met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Performance Indicators for GED Completion (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. 50% of adult learners at the Low and high Adult Secondary Education levels who complete a minimum of 100 hours and have a high school equivalency as a goal will pass the GED or earn a high school credential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Children's Education

Component Definition

Children's Education promotes young children's growth and development, engages parents in their child's educational program by nurturing meaningful involvement, and relating the importance of parents' role in their children's development and achievement.

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 children's education programs. Ideally, the children's education component uses a curriculum that focuses on the whole child and emphasizes the development of literacy.

Program Standards

Children's Education:

1. Physical environment meets and, ideally, exceeds the minimum required standards for certification and licensure.
2. Class sizes and adult-child ratios will meet or exceed those required for certification and licensure.
3. Program creates and supports positive attitudes toward literacy and learning in young children.
4. Program reflects commitment to children in the professional development and support of its teachers.
5. Classroom environment is language-rich with many opportunities for literacy experiences and child-focused learning.
6. Staff is well qualified, trained in child development, and has appropriate certification by state requirements.
7. Program utilizes appropriate on-going assessment techniques to evaluate learning and adjust instruction.

Ratings to use below:

1. Needs to be discussed and planned
2. Emerging
3. Near completion
4. Fully operational

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 as measured by standardized language and early literacy assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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 assessment that is also appropriate for second language students yield development age scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Children's Education (continued)

Performance Indicators for Child Readiness (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
3. 60% of Even Start children, ages five to eight, who have been in the program for at least seven months, will demonstrate progress in a given school year in reading readiness or reading using any district wide administered standardized norm-referenced achievement test or district wide alternative assessment instruments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Performance Indicators for Child Attendance (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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 in school reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Performance Indicators for Child Promotion (required)	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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 with literacy as a primary focus.

Program Standards

Home Visits

1. Program recognizes that some families may require a transition period before they are comfortable with and committed to home visits.
2. Alternate locations, such as libraries, are utilized 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.
3. Materials and approaches for the home visit are tailored for each family.
4. Home visitors demonstrate sensitivity to family culture and respect family boundaries.
5. Ideally, home visitors speak the first language of the family or involve collaborators who share the linguistic and cultural backgrounds of families.
6. The home visitor encourages parental participation during home visit by planning activities for the visit with the parent.
7. 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.
8. Home visitors model interactions and reinforcements and encourage parent's development of developmentally-appropriate expectations of his/her child.
9. Staff development for home visitors includes team debriefing of experiences they have had in the home, and preparation of other staff members who may conduct home visits with families.
10. Both supervisory staff and home visitor training supports home visitors in setting boundaries within which they provide information and assistance to families.

Ratings to use below:

1. Needs to be discussed and planned
2. Emerging
3. Near completion
4. Fully operational

Performance Indicators	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
1. Families receive at least one home visit a month for every month of program participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Home visitors receive on-going professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Integration of Components

Program Standards

Identify and continually reinforce common messages to be emphasized across components, for example, the:

1. Value of literacy
2. Importance of the application and transfer of skills
3. Role of experience in development
4. Importance of practice
5. Use of individual strengths
6. Central role of the parent in a child's development
7. Involve staff from all program components to plan an integrated curriculum
8. Fiscally compensate all team members to meet together at least once per week, in addition to individual prep time, for program planning and integration.

Ratings to use below:

1. Needs to be discussed and planned
2. Emerging
3. Near completion
4. Fully operational

Program Quality Indicator	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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. Near completion**
- 4. Fully operational**

Program Quality Indicator	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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Transitions from Family Literacy

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.

Ratings to use below:

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

Program Quality Indicator	Ratings				Remarks/Examples Please use this column liberally
	1	2	3	4	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Program Evaluation

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.

Ratings to use below:

1. Needs to be discussed and planned
2. Emerging
3. Near completion
4. Fully operational

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The report documents and supports continuous local program improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	