

Even Start Project Implementation Improvement Plan

Each project should identify no more than three areas of focus for the upcoming program year. It is expected that each focus area will be identified through a process of data analysis and reflection on program impact and participant outcomes. A focus area will potentially address multiple Even Start Program Elements and involve activities related to more than one of the four Even Start Program Components.

Data-based Challenge: (Sources might include: evaluator’s recommendations related to program processes and outcomes; on-site review feedback; results of systematic inquiry; program quality self-assessment, etc.) Systematic Inquiry: 1) Participant interviews indicated that parents could not describe connections across information that they learned in adult education with the other program components. 2) Adult educators (who are not paid with Even Start funds) indicated on the staff survey that they do not participate in Even Start curriculum planning and professional development. 3) The results of the Program Quality Self-Assessment completed by all Even Start staff members found the section *Integration of Instruction Within Program Components* to be the lowest rated section. Evaluator’s Recommendations: Program leadership and collaborators should foster and support integration of components by providing adequate, paid planning time and joint staff development. On-site Review Feedback: 1) Individual staff members indicated that they prefer to follow their own curricular ideas and plans and did not view integration with other components as part of their job. 2) There is no evidence of cross-training opportunities among different component staff and agencies.

Targeted Improvement Focus: To connect instruction within and across components to ensure that families receive consistent and reinforced messages from all staff.

Objectives (Based upon the data described above, identify objectives to improve program/ participant outcomes related to the identified focus).	Action Steps (Outline the actions that will be taken in the upcoming year to meet the objective.)	Scientifically-based Research Foundation (Describe the related research and/or evidence-based support for what you will do.)	Documentation of Quality and Monitoring for Continuous Improvement (Identify measurements and benchmarks that will indicate progress toward meeting the program improvement objectives.)	Timeline (Include interim targets.)
Build on existing high quality educational services and combine with other community services to meet families' needs.	<ol style="list-style-type: none"> 1. Hold monthly meetings with collaborators to ensure good communication and coordination of services. 2. Review and revise reciprocal agreements to address families' needs. 3. Identify areas of need and seek new collaborations. 	The combination of services creates a more powerful intervention than stand alone programs for any single component. (Dwyer, 2001)	<ul style="list-style-type: none"> . Documented evidence of quality/success of collaborating educational and support services agencies. . Documentation of reciprocal agreements to ensure a holistic approach to serving families. . Written vision and goals. . Agendas, attendance sign-in, and minutes of monthly meetings. 	<ul style="list-style-type: none"> . Initial/annual planning meeting (July, a full day). . Regularly scheduled monthly meetings (1st Monday of each month, 8 am).

	<p>4. Establish a clear definition of mutual goals and an articulated vision of family literacy.</p> <p>5. Provide for on-going dialogue related to program quality and effectiveness.</p>			
<p>Cross-component staff teams meet regularly to discuss and design integrated instructional plans.</p>	<p>1. Instructional plans reflect the needs, goals and interests of individual program families.</p> <p>2. Information from assessments (PEP, PPVT, PALs, etc.) is used to plan instruction.</p> <p>3. Home-based instruction provides an opportunity to practice what is learned in parenting education.</p>	<p>In highly effective family literacy programs this process becomes part of the culture [of the program]. (Popp, 2001)</p>	<p>. Families' level of participation (intensity and duration) is monitored and interventions designed as needed.</p> <p>. Participants' instructional progress is monitored and appropriate interventions implemented as needed.</p>	<p>. Weekly team meetings for planning (9 am Friday).</p> <p>. Monthly team meetings for monitoring progress (1st Friday of each month, 11 am).</p>
<p>Family events and activities are planned by staff from all program components and incorporate instructional elements from each component.</p>	<p>1. Feedback from families as well as information from instructional assessments is used to identify the focus of family events and activities.</p> <p>2. Staff identifies specific learning objectives for each family event.</p> <p>3. Staff devises a method for measuring the learning outcome for each event.</p>	<p>Research supports integration of services to create literacy-rich home environments, multiple opportunities to interact with literacy, scaffolded interactions that build on knowledge and interests, and coordinated school and home-based activities and instruction. (Whitehurst & Lonigan, 2001)</p>	<p>. Staff reflection about the effectiveness of the event in meeting the intended learning objectives.</p> <p>. Parent/family feedback form completed after each family event. Targeted interviews with families related to the activity.</p>	<p>. Family events are held twice a month.</p> <p>. Learning objectives and focused activities are documented in lesson plan format for each family event.</p> <p>. Attendance logs and feedback forms are compiled for each event.</p>

	4. Parents recognize and can describe the connections between the family event activities and what they are learning in the different program components.			
Program staff work collaboratively with teachers and other staff in the elementary school to support Even Start children's success in school.	<p>1. An individualized plan is developed collaboratively with the teacher and parent to specify learning supports and monitor progress.</p> <p>2. Input is sought from elementary school staff on additional ways to collaborate in support of Even Start families.</p>	<p>Understandings of parental roles in fostering children's development and learning contribute in an important way to children's literacy and school-related outcomes. (Powell, 2001)</p>	<p>. Record of individualized plans for each Even Start elementary school student.</p> <p>. Monitor the individualized plans monthly and revise as needed.</p>	<p>. Monthly team meetings for monitoring progress (1st Friday of each month, 11 am).</p> <p>. Documentation of supplemental support services accessed to support the student's school success.</p>