



State of New Jersey  
Department of Education  
Office of Language Arts Literacy Education

**EVEN START FAMILY LITERACY PROGRAM  
MONITORING and SELF-ASSESSMENT TOOL**

Grant Agreement #: \_\_\_\_\_  
Program Name/District: \_\_\_\_\_ County: \_\_\_\_\_  
Lead Agency Administrator: \_\_\_\_\_  
Business Administrator/Fiscal Manager: \_\_\_\_\_  
Project/Program Director: \_\_\_\_\_  
Date(s) of Visit: \_\_\_\_\_ Location: \_\_\_\_\_  
NJDOE Program Officer \_\_\_\_\_

**STATE REVIEWER**

Lead: \_\_\_\_\_ Team Member: \_\_\_\_\_

**LEAD STAFF INTERVIEWED**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Name: \_\_\_\_\_ Position: \_\_\_\_\_

**PARTNER/COLLABORATING AGENCY STAFF INTERVIEWED**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Name: \_\_\_\_\_ Position: \_\_\_\_\_

**PROGRAM PARTICIPANTS INTERVIEWED**

Name: \_\_\_\_\_ Name: \_\_\_\_\_  
Name: \_\_\_\_\_ Name: \_\_\_\_\_

## I. Goal Setting, Management, Sustainability

I. Requirements	Documentation	Status
1. Program activities occur within the time frame specified in the approved project activity plan.	<input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. The program has made efforts to gain other sources of funding or in-kind resources for the sustainability of the program.	<input type="checkbox"/> Description of any grants or resources program has secured or attempted to secure <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. Expenditures using grant and matching funds are necessary and reasonable for the effective implementation of program activities	<input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Fiscal Records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. Grant and matching funds are expended quarterly in accordance with applicable regulations and the approved budget	<input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Fiscal Records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. Grant and matching funds are expended from approved line items of the approved budget	<input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Fiscal Records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A

**Additional Comments:**

Quality Program Components	Documentation	Comments
1. Program communicates the goals/objectives to staff and participants.	<input type="checkbox"/> Even Start program handbook <input type="checkbox"/> Meeting minutes and/or agendas <input type="checkbox"/> Program handouts/advertising	
2. Describe the organizational structure of the program. How does it encourage effective program management?	<input type="checkbox"/> Staff organizational chart <input type="checkbox"/> Job descriptions <input type="checkbox"/> Other: please explain	
3. Do you have a sustainability plan?	<input type="checkbox"/> Sustainability plan	
4. Have you modified your sustainability plan since your application?	<input type="checkbox"/> Updated sustainability plan	

## II. Staffing & Professional Development

II. Requirements	Documentation	Status
1. Program staff implements the program per the approved application.	<input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Interviews <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. Staff has appropriate credentials as required by NJDOE and NCLB regulations.	<input type="checkbox"/> Copies of certifications <input type="checkbox"/> Resumes <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. Staff meetings are held regularly.	<input type="checkbox"/> Meeting agendas, minutes <input type="checkbox"/> Staff Calendar	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. Project Directors attend required state trainings/meetings.	<input type="checkbox"/> NJDOE attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. Even Start program staff have received at least 6 hours of professional development and training in family literacy and/or any of the four core components areas.	<input type="checkbox"/> Attendance records <input type="checkbox"/> Training certificates <input type="checkbox"/> Training agendas <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
6. All staff that delivers services to program participants has been entered into the Program Activity Review System (PARS21).	<input type="checkbox"/> PARS21 Reports	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
Additional Comments:		
Quality Program Components	Documentation	Comments
1. Program staff is trained on program policies and procedures.	<input type="checkbox"/> Meeting agendas, minutes <input type="checkbox"/> Program handbook <input type="checkbox"/> Interviews <input type="checkbox"/> Other: please explain	
2. Is there staff turnover? If so, how is it affecting the program and how is it handled?	<input type="checkbox"/> Number of new hires <input type="checkbox"/> Other: please explain	
3. What is the participant/staff ratio?	<input type="checkbox"/> Participant Records <input type="checkbox"/> Audit Records <input type="checkbox"/> Other: please explain	

4. Are regular school and collaborating agency staff invited to the Even Start program training? Is program staff at regular school staff training?	<input type="checkbox"/> Agendas, minutes <input type="checkbox"/> Staff calendars <input type="checkbox"/> Other: please explain	
5. What additional professional development outside of the NJDOE and USDE trainings are provided? Please explain	<input type="checkbox"/> Agendas <input type="checkbox"/> Course descriptions <input type="checkbox"/> Calendars <input type="checkbox"/> Staff interviews <input type="checkbox"/> Other: please explain	
6. Do the majority of staff members represent and are able to address the diverse needs of the community they serve?	<input type="checkbox"/> Staff Roster <input type="checkbox"/> Description of staff <input type="checkbox"/> Other: please explain	
7. How do you recruit and retain qualified staff?	<input type="checkbox"/> Description of recruiting process <input type="checkbox"/> Job Postings/Advertisements <input type="checkbox"/> Staff Benefits <input type="checkbox"/> Other: please explain	
8. What are the credentials of the staff members?	<input type="checkbox"/> Certification(s) <input type="checkbox"/> Education Levels <input type="checkbox"/> Previous Experience <input type="checkbox"/> Other: please explain	
9. Are there any volunteers in the program? If so, how are they recruited and trained.	<input type="checkbox"/> Volunteer postings <input type="checkbox"/> Volunteer training <input type="checkbox"/> Other: please explain	
10. How often are staff and volunteers evaluated?	<input type="checkbox"/> Staff Performance Appraisals <input type="checkbox"/> Other: please explain:	

### III. Partnerships & Collaborations

Requirements	Documentation	Status
1. The program has a formal written agreement between with all of its collaborators outlining proposed services to be offered consistent with the requirements of the NGO.	<input type="checkbox"/> Written agreements with partners <input type="checkbox"/> Verification of services provided <input type="checkbox"/> Other: please specify:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. Collaborators have provided programs and services in accordance with the approved application.	<input type="checkbox"/> List and/or description of services provided <input type="checkbox"/> Written agreements <input type="checkbox"/> Interviews <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. The program has made efforts to establish and maintain partners and collaborators to ensure long-term commitments of resources and fiscal and human capital.	<input type="checkbox"/> Interviews <input type="checkbox"/> Written agreements <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. The program has maintained consistent oversight of its collaborators' role(s) in ensuring program success.	<input type="checkbox"/> Meeting notes <input type="checkbox"/> Written agreements/contracts <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. Even Start administrative staff has met with partners and collaborators at least on a quarterly basis, ensuring agencies are fulfilling their responsibilities and meeting the changing needs of participating families.	<input type="checkbox"/> Project activity plan <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
<b>Additional Comments:</b>		
Quality Program Components	Documentation	Comments
1. Have there been any challenges in working with collaborators? If so, how have they been handled?	<input type="checkbox"/> Description of relationship <input type="checkbox"/> Other: please explain:	
2. Is the program seeking additional collaborators? Please explain.	<input type="checkbox"/> Letters of request <input type="checkbox"/> Collaboration agreements <input type="checkbox"/> Other: please explain	

#### IV. Recruitment, Retention and Participant Involvement

Requirements	Documentation	Status
1. The program has identified and is servicing the <i>neediest</i> families as indicated in the approved application.	<input type="checkbox"/> Participant list <input type="checkbox"/> Registration form/Intake <input type="checkbox"/> Activity logs <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. The program has advertised the program and services and has conferred with non-public schools for participation.	<input type="checkbox"/> Newspaper, radio, TV ads <input type="checkbox"/> School postings, announcements <input type="checkbox"/> Outreach activities <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. The program has provided activities and services to the students and their families in accordance with their application.	<input type="checkbox"/> Participant list <input type="checkbox"/> Registration form <input type="checkbox"/> Activity logs <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. Transportation accommodations have been made to travel to and from activities.	<input type="checkbox"/> Transportation logs <input type="checkbox"/> Other: explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. If applicable, the program has accommodated children with special needs.	<input type="checkbox"/> Documentation of accommodations provided. Ex. transportation, aides, etc.	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
6. Participants are involved in all components of the program.	<input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
7. Support services are offered that enable families to overcome barriers to participation.	<input type="checkbox"/> Referrals <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
8. 70% of families participate in the program for 6 or more months from the date of enrollment.	<input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A

**Additional Comments:**

Quality Program Components	Documentation	Comments
1. Is there an attendance policy?	<input type="checkbox"/> Program, Student, Parent handbook	
2. How do you encourage parental involvement in your overall program decision-making?	<input type="checkbox"/> Parent Meeting minutes <input type="checkbox"/> Correspondence <input type="checkbox"/> Surveys <input type="checkbox"/> Other: please explain	

3. Are support services offered that enable families to overcome barriers to participation?	<input type="checkbox"/> Collaborative agreements <input type="checkbox"/> Referrals <input type="checkbox"/> Other: please explain	
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## V. Early Childhood Education

Requirements	Documentation	Status
1. The program utilizes developmentally appropriate and scientifically based reading curricula as a basis for instructing child participants.	<input type="checkbox"/> Description of activities <input type="checkbox"/> Curricula materials <input type="checkbox"/> Course outlines <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. The program is servicing a minimum three-year span of children ranging in age from birth through 7 as approved in the application.	<input type="checkbox"/> Correspondence (Age range served: _____ )	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. Project Director and/or program coordinator has consistently met with school day staff to ensure consistency and integration into program components.	<input type="checkbox"/> Correspondence <input type="checkbox"/> Meeting minutes, agendas <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. The program integrates the school day curricula into its activities.	<input type="checkbox"/> Description of activities <input type="checkbox"/> Curricula materials <input type="checkbox"/> Course outlines <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. 50% of Even Start children ages birth to two (2) who have participated in the program for at least six (6) months, are showing progress in their emerging language development.	<input type="checkbox"/> Teacher observation <input type="checkbox"/> Assessment scores <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
6a. 50% of Even Start children ages 3-5 who received a minimum of six months of early childhood education will achieve a 4-point standard score posttest gain on the PPVT-III.	<input type="checkbox"/> Teacher observation <input type="checkbox"/> Assessment scores <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
6b. 50% of Even Start children ages 4-5 transitioning to kindergarten in the next school year and received a minimum of six months of early childhood education recognizes at least 15 upper case alphabet letters on the PALS Pre-K Upper-Case Alphabet Recognition Test posttest.	<input type="checkbox"/> Teacher observation <input type="checkbox"/> Assessment scores <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
7. 50% of children in kindergarten through third grade who have participated in Even Start by receiving academic support in literacy beyond the regular school hours for a minimum of six months are reading on grade	<input type="checkbox"/> Progress reports <input type="checkbox"/> Report cards <input type="checkbox"/> Teacher observation <input type="checkbox"/> Reading level chart <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A

level.		
8. 50% of children in third grade or higher who have participated in Even Start by receiving academic support in literacy beyond the regular school hours for a minimum of six months are reading on grade level.	<input type="checkbox"/> Progress reports <input type="checkbox"/> Teacher observation <input type="checkbox"/> Reading level chart <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
9. 75% of children in kindergarten through third grade or higher whose families participated in Even Start for a minimum of six (6) months attended at least 90% of their possible school days from the date of enrollment in Even Start.	<input type="checkbox"/> Progress reports <input type="checkbox"/> Report cards <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
10. 75% of children in kindergarten through third grade or higher who participated in the Even Start by receiving academic support in literacy beyond the regular school hours for a minimum of six (6) months were promoted to the next grade.	<input type="checkbox"/> Progress reports <input type="checkbox"/> Report cards <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
11. All early childhood education activities provided by the ESFL program are entered into PARS21, are current and entered correctly.	<input type="checkbox"/> PARS21 Reports	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
<b>Additional Comments:</b>		
<b>Quality Program Components</b>	<b>Documentation</b>	<b>Comments</b>
1. How does the program coordinate and maximize school resources and facilities for the Even Start program?	<input type="checkbox"/> Description of facilities and resource use <input type="checkbox"/> Other: please explain:	

<p>2. Does the program offer parents an opportunity for input and participation in class to reinforce learning?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent surveys</li> <li><input type="checkbox"/> Program fliers</li> <li><input type="checkbox"/> Other: please explain</li> </ul>	
<p>3. Is the program designed to offer a smooth transition to public school through visits, role-playing, or modeling new routines?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Letters to parents</li> <li><input type="checkbox"/> HBE visit notes</li> <li><input type="checkbox"/> Other: please explain</li> </ul>	

## VI. Adult Education

Requirements	Documentation	Status
1. The program has a documented process of identifying adult education goals.	<input type="checkbox"/> Interest inventory <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. The program ensures that all adult participants are pre and post tested to measure gain/development.	<input type="checkbox"/> Test scores	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. Instructional methods are based on scientifically based research.	<input type="checkbox"/> Assessment materials <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. Instructional methods are varied, practical and relevant to the academic needs and interests of each learner.	<input type="checkbox"/> Curriculum <input type="checkbox"/> Teacher Notes <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. The continuing progress of each learner is assessed after every 100 hours of instruction.	<input type="checkbox"/> Assessment scores <input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
6. 50% of Even Start adult participants who attended at least 100 hours of adult basic education demonstrated a 27 point within level posttest gain or increased one National Reporting System (NRS) level on the TABE Reading test.	<input type="checkbox"/> Assessment scores <input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
7a. 50% of Even Start adult participants who attended at least 100 hours of English language instruction and have received a pretest scale score of 210 or below on CASAS Reading demonstrated a 5 point gain on the posttest.	<input type="checkbox"/> Assessment scores <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
7b. 50% of Even Start adult participants who attended at least 100 hours of English language instruction and have received a pretest scale score of 211-240 demonstrated a 3 point gain on the posttest.	<input type="checkbox"/> Assessment scores <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A

<p>7c. 50% of Even Start adult participants who attended at least 100 hours of English language instruction increased one NRS level on the BEST Plus or BEST Literacy test.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment scores</li> <li><input type="checkbox"/> Other: please explain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Sufficient Progress</li> <li><input type="checkbox"/> Non-Compliant</li> <li><input type="checkbox"/> N/A</li> </ul>
<p>8a. 50% of Even Start adult and teen parent participants enrolled in a high school diploma program for a minimum of 12 months earned 10 high school credits.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School transcripts</li> <li><input type="checkbox"/> Other: please explain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Sufficient Progress</li> <li><input type="checkbox"/> Non-Compliant</li> <li><input type="checkbox"/> N/A</li> </ul>
<p>8b. 50% of Even Start adult and teen parents who have been enrolled in a high school diploma program for three continuous years received a high school diploma.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School transcripts</li> <li><input type="checkbox"/> Copy of diploma certificate</li> <li><input type="checkbox"/> Other: please explain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Sufficient Progress</li> <li><input type="checkbox"/> Non-Compliant</li> <li><input type="checkbox"/> N/A</li> </ul>
<p>9. 50% of Even Start adult and teen parent participants who score in the high adult secondary education level (scores above 236 on the CASAS reading test or 596 on the TABE reading test) and who are enrolled in a GED preparation program for two years passed the GED test.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School transcripts</li> <li><input type="checkbox"/> GED certificate</li> <li><input type="checkbox"/> Other: please explain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Sufficient Progress</li> <li><input type="checkbox"/> Non-Compliant</li> <li><input type="checkbox"/> N/A</li> </ul>
<p>10. 50% of Even start adult participants who 1) are not enrolled in ABE, ESL, GED, or high school diploma programs, 2) have a declared goal of entering into a postsecondary education or job training program, obtaining employment or career advancement or entering the military and 3) are enrolled in an academic or vocational education program achieved their goal after nine months of enrollment in Even Start.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outreach to job training providers</li> <li><input type="checkbox"/> Attendance at programs</li> <li><input type="checkbox"/> School transcripts</li> <li><input type="checkbox"/> Certificates</li> <li><input type="checkbox"/> Other: please explain</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Sufficient Progress</li> <li><input type="checkbox"/> Non-Compliant</li> <li><input type="checkbox"/> N/A</li> </ul>
<p>12. All adult education activities provided by the ESFL program are entered into PARS21, are current and entered correctly.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PARS21 Reports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compliant</li> <li><input type="checkbox"/> Sufficient Progress</li> <li><input type="checkbox"/> Non-Compliant</li> <li><input type="checkbox"/> N/A</li> <li><input type="checkbox"/></li> </ul>

**Additional Comments:**

<b>Quality Program Components</b>	<b>Documentation</b>	<b>Comments</b>
1. How does the program ensure participation?	<input type="checkbox"/> Attendance Logs <input type="checkbox"/> HBE Visit Notes <input type="checkbox"/> Other: please explain	
2. How does the program ensure learning takes place in a variety of forms?	<input type="checkbox"/> Curriculum <input type="checkbox"/> Other: please explain	

## VII. Parenting Education

Requirements	Documentation	Status
1. The program provides consistent instruction for parents that are relevant to the parent's understanding and implementation of being their child's first teacher.	<input type="checkbox"/> Course outlines <input type="checkbox"/> Curriculum materials <input type="checkbox"/> Workshop announcements <input type="checkbox"/> Schedule of events <input type="checkbox"/> Observation of activities <input type="checkbox"/> Parent interviews <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. Parenting activities are varied in content and instructional style.	<input type="checkbox"/> Activity logs <input type="checkbox"/> Parenting curriculum <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. Services are offered to parents to enable them to attend parenting activities.	<input type="checkbox"/> Referrals <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. The program has provided, for a minimum of two (2) hours per month, parenting workshops and/or trainings to assist parents in supporting their children's literacy development and early school success.	<input type="checkbox"/> Training fliers <input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. 50% of the parents who have been enrolled in Even Start for a minimum of six months demonstrated a 0.3 posttest gain in supporting children's learning in the home environment as measured by the Parent Education Profile (PEP) Scale 1 (Parent's Support for Children's Learning in the Home Environment).	<input type="checkbox"/> PEP ratings <input type="checkbox"/> Parent educator observation <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
6. 50% of the parents who have been enrolled in Even Start for a minimum of six (6) months demonstrated a 0.3 posttest gain in supporting children's learning in the home environment as measured by the PEP Scale 2 (Parent's Role in Interactive Literacy Activities).	<input type="checkbox"/> PEP ratings <input type="checkbox"/> Parent educator observation <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
7. 50% of the parents who have been enrolled in Even Start for a minimum of six (6) months demonstrated a 0.3 posttest gain in supporting children's learning in the school environment as measured by the PEP Scale 3 (Parent's Role in Supporting Child's Learning in Formal Education)	<input type="checkbox"/> PEP ratings <input type="checkbox"/> Parent educator observation <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A

Settings).		
8. 50% of the parents who have been enrolled in Even Start for a minimum of six (6) months demonstrated a 0.3 posttest gain in supporting children's learning in the home environment as measured by PEP Scale 4 (Taking on the Parent Role).	<input type="checkbox"/> PEP ratings <input type="checkbox"/> Parent educator observation <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
9. All parent education activities provided by the ESFL program are entered into PARS21, are current and entered correctly.	<input type="checkbox"/> PARS21 Reports	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A <input type="checkbox"/>
10. All Parenting Education Profile (PEP) scores have been entered into the PARS21 system.	<input type="checkbox"/> PARS21 Reports	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
<b>Additional Comments:</b>		
<b>Quality Program Components</b>	<b>Documentation</b>	<b>Comments</b>
1. Are sessions being evaluated by parents for effectiveness and appropriateness?	<input type="checkbox"/> Parent surveys <input type="checkbox"/> Other: please explain	
2. Are activities being held in neutral venues that are not intimidating to parents?	<input type="checkbox"/> Activity locations <input type="checkbox"/> Other: please explain	
3. How do you ensure attendance/participation?	<input type="checkbox"/> Parent contracts <input type="checkbox"/> Other: please explain	

### VIII. Parent-Child Interactive Literacy Activities

Requirements	Documentation	Status
1. The program provides regularly scheduled activities between parents and children.	<input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. P-CILA activities are relevant to the family and infused in other components of the program.	<input type="checkbox"/> Activity topics <input type="checkbox"/> P-CILA activity logs <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. The program is providing integrated instructional activities (parent and child interactive literacy activities) in a group setting for a minimum of three (3) hours each month.	<input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. All parent-child literacy activities (P-CILA) provided by the ESFL program are entered into PARS21, are current and entered correctly.	<input type="checkbox"/> PARS21 Reports	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
<b>Additional Comments:</b>		
Quality Program Components	Documentation	Comments
1. What are the spaces that are used for programming?	<input type="checkbox"/> Activity locations <input type="checkbox"/> Other: please explain	
2. Does the program offer P-CILA activities outside of the classroom environment?	<input type="checkbox"/> Activity fliers <input type="checkbox"/> Attendance records <input type="checkbox"/> Other: please explain	

## IX. Home Based Education

Requirements	Documentation	Status
1. Each family receives a minimum of two visits per month (two hours) for HBE.	<input type="checkbox"/> HBE logs <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. HBE visits are coordinated with instructional staff and a certified instructional teacher develops curriculum.	<input type="checkbox"/> Curriculum <input type="checkbox"/> Meeting notes <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. The HBE has the minimum required certification for this position.	<input type="checkbox"/> Copy of certification <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. The HBE uses manipulatives in the home to enable parents to teach in the home environment.	<input type="checkbox"/> Home Based Educator Notes <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. The HBE infuses material from other program components into the instruction during home visits.	<input type="checkbox"/> Home Based Educator Notes <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
6. The program is providing integrated instruction in the home (home-based education) for a minimum of two (2) one-hour visits each month to 75% of families.	<input type="checkbox"/> Home Based Educator Records <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
7. All home-based education visits are entered into PARS21, are current and entered correctly.	<input type="checkbox"/> PARS21 Reports	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
<b>Additional Comments:</b>		
Quality Program Components	Documentation	Comments
1. Are HBE visits coordinated with other service providers where applicable? (e.g. DYFS)	<input type="checkbox"/> Letters of agreement <input type="checkbox"/> Other: please explain	

## X. Evaluation of Program Progress and Effectiveness

Requirement	Documentation	Status
1. A local level evaluation process has been established which measures program progress against the Indicators of Program Quality.	<input type="checkbox"/> Evaluation Tool/system <input type="checkbox"/> Data <input type="checkbox"/> Surveys <input type="checkbox"/> Reports <input type="checkbox"/> Signed contract with vendor <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. The program has evaluated its' progress towards meeting program goals and objectives.	<input type="checkbox"/> Status of program indicators <input type="checkbox"/> Analysis of Data <input type="checkbox"/> Surveys <input type="checkbox"/> Reports <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. The program is using information collected for continuous improvement.	<input type="checkbox"/> Changes made to program based on feedback <input type="checkbox"/> Reports <input type="checkbox"/> Surveys <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. Documentation/evidence that the program evaluator has been involved in program design and structure.	<input type="checkbox"/> Interim Evaluation <input type="checkbox"/> Meeting Notes <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
<b>Additional Information:</b>		
Quality Program Components	Documentation	Comments
1. What qualitative and quantitative information does the program have on program participation, performance and outcomes?	<input type="checkbox"/> Data <input type="checkbox"/> Reports <input type="checkbox"/> Attendance Logs <input type="checkbox"/> Student grades <input type="checkbox"/> Other: please explain	
2. How has the findings from the data collected been communicated to staff, partners, collaborators, parents, the school, etc?	<input type="checkbox"/> Correspondence <input type="checkbox"/> Announcements <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other: please explain	
3. Do you have any anecdotal stories to share about the effects of the program on the students and/or their families?	<input type="checkbox"/> Participant stories <input type="checkbox"/> Other: please explain	

## XI. Fiscal Compliance

Requirement	Documentation	Status
1. Grant fund amounts have been expended appropriately according to the grant agreement time lines.	<input type="checkbox"/> Budget expenditure forms <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
2. Subgrantees are using appropriated funds and providing services as per the grant agreement (if applicable).	<input type="checkbox"/> Subgrantee agreement <input type="checkbox"/> Contracts <input type="checkbox"/> Other: please explain:	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
3. Partners and/or collaborators are using grant funds and providing contracted services appropriately.	<input type="checkbox"/> Contracts/invoices <input type="checkbox"/> Budget forms <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
4. Grant funds have been appropriately allocated and expended for local program evaluator's evaluation of program.	<input type="checkbox"/> Contract/invoice <input type="checkbox"/> Budget forms <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
5. Products, services, equipment, etc. have been purchased appropriately according to the terms of the grant agreement.	<input type="checkbox"/> Invoices <input type="checkbox"/> Purchase orders <input type="checkbox"/> Other: please explain	<input type="checkbox"/> Compliant <input type="checkbox"/> Sufficient Progress <input type="checkbox"/> Non-Compliant <input type="checkbox"/> N/A
<b>Additional Information:</b>		
Quality Program Components	Documentation	Comments
1. How do program administrators coordinate fiscal compliance and monitoring with the lead agency business administrator or fiscal officer?	<input type="checkbox"/> Meeting notes <input type="checkbox"/> Other: please explain	
2. How does program administration ensure that most if not all grant funds are expended in a timely manner?	<input type="checkbox"/> Expenditures <input type="checkbox"/> Other: please explain	
3. How are matching funds secured in a consistent and beneficial manner?	<input type="checkbox"/> Expenditures <input type="checkbox"/> Other: please explain	

The following signatures confirm that the report was reviewed and approved by the New Jersey Department of Education (NJDOE) staff responsible for the oversight of the Even Start Family Literacy program.

\_\_\_\_\_  
Program Officer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Office of Language Arts Literacy  
Education Signature

\_\_\_\_\_  
Date

As the representative of the above-mentioned program, I hereby confirm receipt of the monitoring report. Additionally, I understand that for those program requirements where non-compliance was indicated, a corrective action plan is required to be submitted to the NJDOE within 30 days of receipt of the report.

\_\_\_\_\_  
Project Director Signature

\_\_\_\_\_  
Date