

**Appleton Even Start Family Literacy
Annual Program Data Report
2021-2022**

The mission of the Appleton Even Start Family Literacy (ESFL) program is to ensure that children are successful in their school career and that adults meet their literacy and/or employment goals while learning how to facilitate their child's learning.

[Appleton Even Start Family Literacy](#) is a collaboration between the [Appleton Area School District](#) and [Fox Valley Technical College](#). Even Start Family Literacy (ESFL) is a comprehensive integrated literacy program addressing the educational needs of Appleton Area School District low income, low literacy families, as well as their young children. The goals and objectives of this collaboration is to provide a wraparound of instruction and support for the entire family from classroom to home visiting. A typical day within the school environment includes the following: Parents ensure that children arrive at the designated class time. While parents are participating in their adult education classes, children are also immersed within a developmentally appropriate classroom instruction setting focused on the Developmental Domains.

- Health and Physical Development - Physical Health and Development, Motor Development, Sensory Organization
- Social and Emotional Development - Emotional Development, Self-Concept, Social Competence III.
- Language Development and Communication - Listening and Understanding, Speaking and Communicating, Early Literacy
- Approaches to Learning - Curiosity, engagement, and persistence; Creativity and Imagination; Diversity in Learning
- Cognition and General Knowledge - Exploration, discovery, and problem solving; Mathematical Thinking, Scientific Thinking

Simultaneously, adults are also receiving individualized instruction that pertains to his/her learning plan. At the end of each session, an Interactive Literacy Activity (ILA) is developed to engage parent and child(ren) in an experience to practice skills and strategies.

The purpose of this report is to demonstrate the progress and achievement of students and program outcomes. In addition, this report is intended to inform stakeholders and funders of the activities and outcomes for adults and children who had the opportunity to participate in the program, as well as children who have transitioned into the AASD.

*****Please note that although we returned to in-person learning for the 21-22 school year, attendance varied due to the protocols in place around the pandemic. For those that had extended absences the [Canvas Learning Management](#) system was available and the [Blackboard](#) learning platform. Connections were also made with families via [Remind](#) on a consistent basis.***

Current Adult Data

Families served in 2021-2022: 38, including **40** adults and **54** children

Racial Demographics

- Asian (50%)
- Hispanic/Latino (32%)
- Black/African American (13%)
- White (2.5%)
- Two or more races (2.5%)

Languages spoken Dari/Farsi (42.1%) Spanish (36.8%) Hmong (10.5%) Swahili (7.9%) Burmese (2.5%)

Economic Status - 100% of the families fit the criteria of low-income as stated on the program requirements within the ESFL Literacy Screening and Application

Educational Attainment - Of the adult students who indicated prior educational attainment, eleven had an 8th grade or less education and twenty had 9th grade to 12th grade. Six students have had some post-secondary education. We had six adult students that never attended any formal education prior to joining Even Start.

ESFL Adult Instruction - Parents had the opportunity to participate in over 300 hours of adult education, which included English Language Learning and Parenting. During the 2021-2022 school year, one part-time FVTC Adult Education faculty, one full-time and one part-time English Language Learning faculty instructed the parents of the Even Start Family Literacy Program. There were two cohort groups, twelve (12) hours per week in the mornings and twelve (12) hours per week in the afternoons, Monday through Thursday.

The instructional platform, [Burlington English](#) (facilitated through Blackboard Collaborate), was utilized for all ELL levels for both students in the morning and afternoon. The curriculum spans six (6) levels, basic to advanced. Adult Education classes were held in the afternoon. Each student had an initial orientation and discussion with ESFL staff to determine needs and goals. A personal education plan was created and assessed at various points during the school year.

All adult students were pre-tested with either TABE or TABE Clas-E

- **37** of **40** were post tested; **1** not post tested due to maternity leave; **1** not post tested due to exiting program after 2 weeks; **1** finished HSED but didn't post test in Spring 2022, but made a gain in ELL in Fall 2021
- **18** had a National Reporting System (NRS) gain (**15/35** ELL, **3/6** AE made a gain)
- **1** student began as ELL and made a gain, then switched to AE for Spring
- **2** adults received a GED or HSED
- **7** adults exited the program due to: **1** moved out of AASD; **2** graduated; **3** transitioned to FVTC; **1** had personal reasons; **0** left due to attendance issues

Note: Four adults planned on returning for Fall 2021 but did not due to various reasons, so they were exited from the program before the start of the school year and one new family was a

no-show to registration and didn't start due to a full time job.

Parenting lessons were incorporated into the morning curriculum on a daily basis and as needs were identified. Parenting lessons in the afternoon were taught as a group one day per week. Also included, Kindness training occurred with the afternoon classes first semester and a modified version for the morning class started second semester. Interactive Literacy Activities (ILA) occurred with their children in person starting the second semester with support of both the Early Childhood teachers and the Adult Education teachers. Though the academic curriculum is extremely important, the "everyday" discussions, parenting lessons, and Interactive Literacy Activities (ILA) are what make the ESFL Program so successful.

Attendance overall for participants was 90.53%.

Family Support, Education, & Engagement - All families received a minimum of one or more home visits or check ins per month by Parents as Teachers trained home visitors (virtual and/or outdoor visits). Once a month, families could engage in a fun and educational virtual family event. In collaboration with the AASD Birth-Five Outreach team, ESFL Program staff scheduled and facilitated family activities that included family engagement with additional community partner agencies such as the Building for Kids and the Appleton Public Library. In addition, two family events were scheduled during class time, one to the Building For Kids and one to Jones Park for an end of year celebration.

This two-generational model is breaking the cycle of poverty and empowering families by educating parents and children at the same time, focusing on the importance of education for everyone's future success.

Current Child Data

Structure - During the 2021-22 school year child programming was again supervised under the direction of an AASD Administrator. Three classes were in place with an instructor for each: Infants (6 weeks-1 year), Toddlers (1 year-3 years), Preschool (3-5 years). Two teacher assistants (long term substitutes) were assigned to support the three classrooms for both the morning and afternoon session. A Lawrence University (LU) intern was utilized 2-3 days per week, one home visitor assisted 2-3 days per week, and LU practicum/field experience students were also extra support in the classroom.

Learning & Curriculum - Instruction coincided with adult learning during [Interactive Learning Activities \(ILA\)](#) and also with parent engagement throughout the school year provided via recorded virtual opportunities. The [AASD Birth Through Age 3](#) curriculum and standards was utilized in conjunction with the [Wisconsin Model Early Learning Standards](#) to support the instruction and learning within this program. [The Creative Curriculum](#) and [Teaching Strategies Gold](#) (assessment) were utilized as resources in delivering units of study. [Kindness Curriculum](#) was also delivered to both children and adults in a virtual/in-person platform.

Data that was collected on students served within ESFL programming during the 2021-22 school year included:

- Even with the ongoing Covid19 pandemic and resulting quarantines, one of our children was in full attendance during the 2021-22 school year.

- 20 ESFL child students received a dental screening with [Tri-County Dental](#) on December 7, 2021 and 3 were recommended and provided with follow up treatment.
- 11 ESFL children received a dental screening on May 2, 2022 and 5 were recommended to receive follow up treatment.
- 4 children received a vision screening with [WelchAllyn](#) on December 9, 2021 and all were referred for a full examination. (vision screening was conducted by home visitors/on-site)
- 100% of early childhood students were screened either by home visitor or attended a developmental screening

ASQ-SE2 Results (completed by home visitors)

24 children assessed in Fall with **1** in the below range

34 assessed in Spring with **1** in the below range

ASQ-3 Results (completed by home visitors)

24 children assessed in Fall with **3** in the close to range and **1** in the below range

34 assessed in Spring with **10** in the close to range **3** in the below range

TS Gold: (97.6%) of children in ESFL achieved the mid or higher level of age appropriate color band in Objective 8 & 9 focused on language. This was achieved by classroom instruction, observations, and parent/child interactions throughout the school year.

Visit Tracker - home visiting (includes ESFL families and Title I eligible families with a targeted child 0-3): **56** children served; **50** families; **459** personal visits completed with all programs combined by AASD PAT Homevisitors

Following Students Through Grade Five Data

AASD Even Start Family Literacy young children programming for the 2022-23 data points and criteria were reviewed, discussed and modified to align with current goals and expectations. In order to capture the most relevant data representative of children and their families that were enrolled in programming and followed through their elementary career within the AASD up to and including fifth grade, the following data points were identified.

Data Points

- ❖ **Grade Promotion** - 100% of students who participated in the ESFL programming with his or her family were promoted consecutively throughout the designated time period.
- ❖ **Tracking of Behavior incidents:**
 - 4K students 100%, 0 incidents (19 students)
 - Kindergarteners 100%, 0 incidents (9 students)
 - First Graders 100%, 0 incidents (5 students)
 - Second Graders 100%, 0 incidents (8 students)
 - Third Graders 100%, 0 incidents (5 students)
 - Fourth Graders 89%, 0 incidents (8/9 students)
 - Fifth Graders 100%, 0 incidents (18 students)
 - Sixth Graders 77%, 0 incidents (10/13 students)
 - Seventh Graders 71%, (15/21 students)
- ❖ **Benchmark Reading Level:**

- Kindergarteners 50% met or exceeded; 50% approaching or did not meet
- First Graders 60% met or exceeded; 40% approaching or did not meet
- Second Graders 36% met or exceeded; 64% approaching or did not meet
- Third Graders 60% met or exceeded; 40% approaching or did not meet
- Fourth Graders 84% met or exceeded; 17% approaching or did not meet
- Fifth Graders 55% met or exceeded; 44% approaching or did not meet

- ❖ **Annual School Attendance:** Identified children, 4K through grade 5, whose parents are/were in the ESFL program achieved an attendance rate of 93.97% for the school year; with third grade having the highest attendance rate of 98.19% and kindergarten at the lowest at 91.28%.

Professional Development

FVTC staff, both faculty and support staff, participated in virtual trainings and conferences from FVTC campus. One faculty member did the leadership Kindness training at the CELC. TABE and TABE Clas-E training (for pre & post testing) is held one time per year per state requirements. Faculty and staff were given many remote teaching training options during the entire school year due to the virtual teaching/learning environment and the COVID-19 Pandemic. Some of the staff engaged in Reflective Practice with Catalpa on site.

Staff Participation within the AASD staff included three teachers (infant, toddler, and preschool) and also included teacher assistants for each of the young children programs. Home visitors are also included in this summary. Professional development was also provided in the following areas.

- [Kindness Curriculum Training/Research](#) - June 2022 Katlyn Emerich
- [Promoting Early Childhood Conference](#) - March 2022 Pamela Franzke
- [PAT Foundational I Training](#) & [ASQ training](#)- June 2022 Jessica Peña O'Connell, Margitta McGrath
- [Positive Behavioral Support](#) & [Building For Kids teacher trainings](#) - Katlyn Emerich
- [Pyramid Model Training](#) - Katlyn Emerich
- [Teacher Clarity](#) - once a month September 2021-May 2022 during late start days all Early Childhood teachers participated

FVTC Adult Education staff participated in the following professional development opportunities:

- Equity in the Classroom
- Diversity Equity Inclusion
- How to Create an Inclusive Classroom
- Strategies for Gender Inclusion
- Communicating Effectively
- Burlington English
- Blackboard
- Wellness
- Addressing Basic Needs Barriers
- Mental Health
- Increasing Student Motivation: Strategies that Work

Conclusion

The work of the Appleton Even Start Family Literacy Program is also supported by the collaboration with:

- [AASD Birth-Five Outreach & Title I Preschool](#)
- [Appleton Parks and Recreation](#)
- [Appleton Public Library](#)
- [Building for Kids](#)
- [Bridges Child Enrichment Center](#)
- [Catalpa Health](#)
- [Fox Valley Literacy](#)
- [Kindness Project](#)
- [Lawrence University](#)
- [Parent Connections/Family Services](#)
- [Outagamie/Winnebago County Early Intervention Program \(EIP\)](#)
- [UW-Oshkosh Head Start](#)
- [World Relief](#)

In reflection of this report and its data, the following items will be reviewed and considered for the 2022-23 school year:

- Continue collective professional development that includes adult education teachers, classroom teachers, support staff and home visitors in support of the wrap-around programming we provide
- Continue to focus and build on the technological literacy of staff as well as students (i.e. Canvas, Blackboard, etc.)
- Attendance - continue with a model that provides flexibility but includes boundaries and student/family success
- Establish a goal(s) to improve or increase enrollment with children/families participating in programming within CELC and throughout the community
- Ensure alignment of the ESFL Title I/CSIP Scorecard plan with this annual data collection and report; and include goals pertaining to all students and facilitators of teaching and learning

CELEBRATING a 29 year history of Appleton Even Start Family Literacy and collaboration between Fox Valley Technical College and the Appleton Area School District, primary partners in the Appleton Even Start Family Literacy Program.