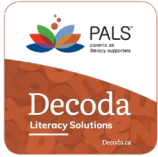


## IPALS Expected Outcomes

- 1) Children's foundational early literacy knowledge in English will significantly increase. Children's early literacy knowledge at school entry is predictive of children's reading and writing ability in elementary school and their success in school.
  - The Test of Early Reading Ability 3 (TERA-3) is a norm referenced, individually administered test designed for ages 3-8; it included second language learners in the norming group. During the research of IPALS programs in BC, this test was used to determine progress on this outcome. The end results showed significant gains in children's early literacy knowledge. Delivery of the IPALS program that is consistent with the model as it has been developed should produce the same results. For the program sites funded by this proposal, facilitators will document evidence observed in each session of IPALS against a set of questions that will monitor progress toward early literacy knowledge.
  
- 2) Parent's understanding of ways to support their children's early learning will increase.
  - The Parent's Perceptions of Literacy Learning Interview Schedule (Anderson, 1995) was administered in the research of IPALS programs in BC. Though Anderson's research will not continue for the proposed programs, there is an expectation that fidelity to the delivery model of the program will produce positive changes in parent's knowledge and understanding. Therefore, Decoda staff and contractors will work with facilitators to ensure delivery that is consistent with the model. Informal conversations with parents, specific observations by facilitators of parent activities and comments will assist program providers to know if this outcome is being met.
  
- 3) Parent's understanding of children's development and western, play-based curriculum and pedagogy will be enhanced.
  - Facilitators will regularly gather artifacts, make field notes, and document conversations with parents and parent/child experiences during learning centers that are relevant to



parent's understanding of children's development and of Western, play-based pedagogy. These will be shared with Decoda staff during ongoing conversations and analyzed longitudinally to document changes in parent's understandings about play-based learning.

4) Parent's engagement in their own literacy will be enhanced.

- Outgoing anecdotal information from facilitators and observations and discussions with parents will assist us to understand if the literacy practices of parents changes as a result of program participation. This information will be documented by the facilitators and shared with Decoda staff during ongoing conversations. In addition, selected interviews with participants in the last two sessions of the program year will be conducted specifically to provide information about the literacy practices of parents. This information will be documented by the facilitators and shared with Decoda staff.

5) Teachers and facilitators will demonstrate increased understanding of working with immigrant/refugee children and families.

- Decoda staff will watch for themes and trends in the facilitators notes that demonstrate increased cultural understanding and ability to support parents and children. This information will help inform on-going support and professional development. Changes in teachers/facilitators understandings and knowledge of working with immigrant and refugee families from a strength-based perspective will be documented.