



**EVEN START
FAMILY LITERACY PROGRAM**

**WEST VIRGINIA
DEPARTMENT OF EDUCATION**

**APPLICATION PACKET
REQUEST FOR PROPOSAL
Program Year 2011-12**

**Deadline:
April 1, 2011**

**Clayton Burch
Assistant Director, Office of School Readiness**

**West Virginia Department of Education
FY 2011-2012 Request for Proposal
Even Start Family Literacy Program**

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West Virginia Even Start Family Literacy Program Request for Proposals (RFP)

July 1, 2011 - June 30, 2012 (FY 2012)

Purpose:

To help break the cycle of poverty and illiteracy by improving the educational opportunities for low-income families by integrating child and adult literacy or basic education, parenting and parent/child literacy activities into a unified family literacy program.

William F. Goodling Even Start Family Literacy Programs (Even Start): *(Subpart 3 of Part B of Title I of the ESEA; 20 U.S.C. 6381 – 6381k.)* The purpose of Even Start programs is to help break the cycle of poverty and illiteracy by: (1) improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as 'Even Start'; and (2) establishing a program that shall —

(A) be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;

(B) promote the academic achievement of children and adults;

(C) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student achievement standards; and

(D) use instructional programs based on scientifically based reading research and addressing the prevention of reading difficulties for children and adults; to the extent such research is available. *(Section 1231, ESEA; 20 U.S.C. 6381.)*

ELIGIBLE APPLICANTS:

Applicants for Grants under the federal Improving America's School Act, Title I Even Start Program must be a **partnership** between:

- one or more school districts

together with

- one or more nonprofit community-based organizations, public agencies, or institutions of higher education.

As defined in section 1232(e) of the Even Start statute, a partnership composed of: (A) a local educational agency (LEA); and (B) a nonprofit community-based organization, a public agency other than an LEA, an institution of higher education; or a public or private non-profit organization other than an LEA, of demonstrated quality. *(Section 1232(e) (1), ESEA; 20 U.S.C. 6381a (e) (1).)* SEAs award subgrants to eligible entities to carry out Even Start programs. *(Section 1233(b) (1), ESEA; 20 U.S.C. 6381b (b) (1).)*

LOCAL PARTICIPANTS IN EVEN START:

As defined in the ESEA, services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- (A) Interactive literacy activities between parents and their children.
 - (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - (C) Parent literacy training that leads to economic self-sufficiency.
 - (D) An age-appropriate education to prepare children for success in school and life experiences.
- (Section 9101(20), ESEA; 20 U.S.C. 7801(20).)

Each of these core components is considered an instructional program. (*Even Start guidance, "Background" and "Local Administration/Program Elements/High-Quality, Intensive Instructional Programs."*) All Even Start local projects must use their Even Start subgrant funds to pay the Federal share of the cost of providing intensive family literacy services for eligible participants. (*Section 1234(a), ESEA; 20 U.S.C. 6381c(a).*)

And

- Include children 0 - 8 years of age in quality educational programs.

And

- Include parents who participate (or are eligible to participate) in the Adult Basic Education program under the Adult Education Act.

And

- Among the required program elements that each Even Start project must provide is that they must recruit, screen, and provide services to eligible families that are "most in need" of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents and other need-related indicators. (*Section 1235(1) and (14), ESEA; 20 U.S.C. 6381d(1) and (14).*)

EVEN START PROGRAM ELEMENTS:

- Identify and recruit families most in need of Even Start services
- Screen and prepare parents and children
- Design a flexible program to accommodate participants= work schedules
- Provide high quality, intensive, instructional programs that promote adult literacy and empower parents
- Employ qualified personnel

- Provide staff training
- Monitor and provide integrated instructional services and home visits, which include child and adult education, parenting, and parent/child literacy activities.
- Operate on a year-round basis
- Coordinate with other programs
- Provide instructional programs based on scientifically based reading research
- Encourage participating families to attend regularly and to remain in the program a sufficient time to meet their goals
- Provide reading readiness activities based on scientifically based reading research
- Promote the continuity of family literacy to ensure individuals retain and improve educational outcomes
- Serve families most in need
- Participate in and provide an independent evaluation of their program

BUDGET: Please note that this grant award is for one year and may be continued on an annual basis through the established continuance process at the discretion of the WV State Department of Education based on the performance of the program and the availability of funding.

- In-kind or direct cash contributions start at 10% and increase annually by 10%. The federal Even Start share is 50% if the project is funded for a second 4-year cycle and 35% after eight years.

As used in section 1234(b)(1) of the Even Start statute, the Federal share is the amount of Federal Even Start funds that a local Even Start project receives each year. The Federal share may not exceed the following percentages of the total project cost: 90 percent of the total cost of the program in the first year; 80 percent in the second year; 70 percent in the third year; 60 percent in the fourth year; 50 percent in the fifth, sixth, seventh, and eighth years; and 35 percent in any subsequent year. (*Section 1234(b), ESEA; 20 U.S.C. 6381c(b).*) The remaining cost of a local Even Start program is the “matching” or “cost share” provided with other funds.

APPLICATION CONTENT: (100 total points, limited to 15 pages)

- **Target population and need.** Target area to be served has a high percentage or large number of children and families in need of Even Start services as indicated by high levels of poverty, illiteracy, unemployment, and identified gaps in existing resources. (25 points)
- **Project design** includes goals directly linked to needs assessment/target population demonstrates coordination between a variety of relevant service providers for self-sufficiency. (25 points)

- **Likelihood of success** in meeting the purpose of the Even Start program and effectively implementing the 10 program elements including any special features unique to the project. (25 points)
- **Reasonableness of budget.** (10 points)
- **Ability to sustain** is an indication of the likelihood of resource availability to sustain the project as Even Start fund-approved. (15 points)

PRIORITY FOR SUBGRANTS:

Priority for school districts with 60% or more free and reduced lunch population will be considered.

SELECTION:

New applications will be reviewed by a 3 member panel chosen from the following: an early childhood educator, an adult education professional, and/or a family literacy specialist, and the state Early Childhood/Even Start coordinator.

West Virginia Even Start Family Literacy Program Application Contents and Checklist

- Project Application form (cover page, signed by project director and administrator of collaborative agency)
- Assurances and Certification (form, signed by project director and administrator of collaborative agency)
- Estimate of Federal Portion and Matching Funds (form)
- Narrative (limit to 15 pages) which follows the checklist.

Attachments:

- a. Co-applicant Agreement and Responsibilities
- b. Notice of Availability of Proposal for Review and Comment (public notice)
- c. Vita of Proposed Project Director
- d. Job Descriptions
- e. Budget for Year 1 and 2
- f. Action Plan
- g. Center and home visit schedules
- h. Participant eligibility form

One original and two copies of your proposal must be received in the state Even Start coordinator's office:

W. Clayton Burch
Assistant Director
Office of School Readiness
West Virginia Department of Education
Building #6, Room 603
Charleston, West Virginia 25305-0330
304-558-5325
wburch@access.k12.wv.us

Deadline
April 1, 2011



APPLICATION FORMS

For SEA Use Only Approved Amounts Project Number Tax ID County Urban	PROJECT APPLICATION EVEN START	For SEA Use Only APPROVED Date: By:
	West Virginia Department of Education 1900 Kanawha Boulevard, East Building #6, Room 330 Charleston WV 25305	PROJECT TIME SCHEDULE Project Year
	Catalog of Federal Domestic Assistance Number 84.213C	Beginning Ends

The applicant designated below hereby applies for a grant of federal funds to provide instructional services to meet the special needs of educationally deprived families, as set forth in this application.

Applicant Serving as Fiscal Agent	Co-Applicant
Mailing Address (Street, City, Zip Code)	Mailing Address (Street, City, Zip Code)
Chief Executive Officer Signature Typed Name	Chief Executive Officer Signature Typed Name
Project Contact	Contact's Telephone No. () Fax No. ()
Contact's Work Mailing Address	

THIS APPLICATION REPRESENTS A CLAIM FOR FEDERAL FUNDS, AND AS SUCH, SHOULD BE PROPERLY AUTHORIZED BY THE APPROPRIATE GOVERNING BODY.

AUTHORIZATION AND CERTIFICATION

The filling of this application has been authorized by the governing board of the agency and the undersigned representatives have been duly authorized by formal action of said board to file this application, for, and in behalf of, said agency and otherwise to act as the authorized representatives of the agency in connection with this application.

Further, the undersigned hereby certify that the information in this application is correct and complete. Assurances to the West Virginia Department of Education will be executed as applicable and Even Start project operation will comply with current Federal law and regulations and the provisions of this application as approved.

(Typed) Name of Superintendent / Chief Executive Officer

Area Code and Telephone Number

Signature of Superintendent / Chief Executive Officer

Date

ASSURANCES AND CERTIFICATIONS

I hereby submit that these assurances and the programs they represent were presented to and approved by the

_____ on _____.

Agency Director

Date

The _____ (application) hereby assures that:

Standard Assurances

2. The applicant administer Even Start in accordance with all applicable statutes, regulations, program plans and applications.
3. Control of the funds received under Even Start and title to property acquired with such funds will be in a public agency or a non-profit private agency, institution or organization, (and that such entities will administer the funds and property) to the extent required by the authorizing law and for the purpose for which they are granted.
4. The applicant will adopt and use proper methods of administering Even Start, including:
 1. the enforcement of any obligations imposed by law
 2. the correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation;
 3. the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs;
5. The applicant will cooperate in carrying out any evaluation of Even Start conducted by or for the West Virginia Department of Education, the Secretary of Education or other Federal officials.
6. The applicant will use such fiscal control and fun accounting procedures so as to ensure proper disbursement of, and accounting for, Federal funds paid to the district under Even Start.
7. The applicant will:
 1. make reports to the West Virginia Department of Education and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties;and
 2. maintain such records , provide such information and afford access to the records as the West Virginia Department of Education or the secretary may find necessary to carry out their responsibilities;
8. Before the plan or program application(s) were submitted, the district afforded a reasonable opportunity for public comment on the plan and/or applications(s) and has considered such comment.
9. Where appropriate the applicant has consulted with appropriate private, non-profit school officials and has made arrangements in cooperation with such officials to assure equitable participation of children enrolled in private, non-profit schools.
10. The applicant will comply with the Single Audit Act.

11. The applicant will use fiscal control and fund accounting procedures to ensure proper disbursement of and accounting for federal/state funds paid to the applicant under Even Start.
12. The applicant will comply with the Civil Rights Act of 1964.
13. The applicant assures that it has described steps to ensure it will make equitable access to and equitable participation in the project or activities to be conducted with such assistance addressing the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (General Education Provisions Act (GEPA) Section 472).
14. The applicant will comply with the Debarment, Suspension, and Other Responsibility matters regulation (34 CFR 85.110).
15. The applicant will comply with the Americans with Disabilities Act of 1990.
16. The Assurance of Compliance (Form HEW 441) or court ordered desegregation plan applies to this application.
17. The applicant will not utilize any federal funds to lobby Congress or any federal agency.
18. An applicant may receive funds under Even Start for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the State with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second preceding final year.

Specific Title I, Part B, Even Start Assurances

1. The Even Start program will be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special education needs of families to be served.
2. In the case of families participating in Even Start who are also limited English proficient or are disabled, there will be maximum coordination between services provided under this chapter and services provided to address participant's handicapping conditions or limited English proficiency, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs.
3. Eligible participants will be a parent or parents who are eligible for participation in an adult basic education program under the Adult Education Act and the child or children (from birth through age 7) of those parents.
4. Even Start funds shall not be used to provide services that the applicant is specifically required to provide by state law or pursuant to a formal determination under Title VI of the Civil Rights Act, Title IV of the Education Amendments of 1972 or Section 504 of the Vocational Rehabilitation Act of 1973, and amended or pursuant to a final order of a court.
5. The use of Even Start funds will not result in a decrease in the use of state or local funds.
6. The amounts of non-federal funds expected for free public instruction in the project areas will be maintained at the same level as they would have been maintained if no project had been approved for those areas.
7. Personnel or programs funded will not be included in state funding.

Estimate of Federal Portion and Matching Funds

Estimate the amount of the federal and additional funds necessary to meet the requirement. The federal share of the total cost of the project may be no more than 90% in the first year of the project, 80% in the second year, 70% in the third year, 60% in the fourth year, and 50% in any subsequent year.

Year	Federal Grant	Match	Total Budget
1.	\$ _____ (90%) +	\$ _____ (10%) =	\$ _____
2.	\$ _____ (80%) +	\$ _____ (20%) =	\$ _____

3. \$ _____ (70%) + \$ _____ (30%) = \$ _____
4. \$ _____ (60%) + \$ _____ (40%) = \$ _____

For Reapplicants Only:

Year	Federal Grant	Match	Total Budget
5.	\$ _____ (50%) +	\$ _____ (50%) =	\$ _____
6.	\$ _____ (50%) +	\$ _____ (50%) =	\$ _____
7.	\$ _____ (50%) +	\$ _____ (50%) =	\$ _____
8.	\$ _____ (50%) +	\$ _____ (50%) =	\$ _____
9.	\$ _____ (35%) +	\$ _____ (65%) =	\$ _____

Additional funds may be provided in cash or in-kind (fairly evaluated) from any source, including other federal funds under the Improving America's School Act (reauthorization of ESEA).

DOCUMENTATION MUST BE KEPT IN FILE LOCALLY VERIFYING THAT THE ABOVE AMOUNTS FROM THE IDENTIFIED SOURCES WERE DEDICATED TO EVEN START.



Project Narrative

Project Narrative

FOLLOW THE OUTLINE BELOW

The following details should be included in the program narrative using the outline below. Points will be assigned to each section to compile the overall score for the project. **The narrative, without attachments, is limited to 15 pages, 8 1/2" by 11", 12 point font, double spaced, 1" margins.**

Section I: Target Population and Need (25 points, 4-5 pages)	Scoring Guide: A high-quality application will <ul style="list-style-type: none">• show a significant need for the project through supporting evidence• demonstrate a clear focus and data on children and families most in need of Even Start services
A: Needs Assessment <ul style="list-style-type: none">• Demonstrate need for Even Start services as indicated by high levels of poverty, illiteracy, unemployment, and limited English proficiency• Describe the needs assessment process used to identify families.• Describe gaps in existing resources and lack of family literacy programs (i.e. Parent and Child Education/PACE) and other family literacy providers.• Cite sources of data used to identify needs including the district or school Consolidated Plan.• Describe gaps in resources which will be addressed by the Even Start project.• Include multiple agencies and individuals in developing the proposal.• Include a copy of public notice and any comments.	
B. Target Population <ul style="list-style-type: none">• Describe specific population to be served (catchment area, specific needs or other focus).• Include a copy of eligibility criteria form for identifying and recruiting families most in need of Even Start services.• Identify the number of families to be served considering the national cost per family of \$2,735.• Identify a 3 year age range of children to be served based on gaps in existing services.• Describe methods to identify eligible families to ensure project will serve most in need.• Describe provisions for Even Start services to individuals with limited English proficiency and individuals with disabilities.• Describe steps to ensure equitable access to and equitable participation in the Even Start project.	

<p>Section II: Project Design (25 points, 3-5 pages)</p>	<p>Scoring Guide: A high-quality application will</p> <ul style="list-style-type: none"> • show a clear relationship between the needs identified, project objectives and the overall project goal (outcome) • show commitment to utilizing available services to meet the needs of children and families
<p>A. Project Goal and Objectives</p> <ul style="list-style-type: none"> • Complete an action component by identifying your county's Priority Needs, Goals, Contributing Factors and up to three main objectives which relate directly to the needs assessment and target population. • Define objectives in measurable terms which relate to the project goal (outcome for families) as a result of project services. • Identify co-applicant(s) including responsibilities, commitment and resources and attach a copy of Co-Applicant(s) Agreement. • Describe unique or special features which will contribute to the success of the project and provide a model for others. 	
<p>B. Coordination with Existing Resources</p> <ul style="list-style-type: none"> • Describe collaborative efforts with public schools, institutions of higher education, community based organizations, public and state agencies, private schools or other eligible organizations in carrying out the program. • Demonstrate integration with Goals 2000, Title I, Migrant/Homeless programs, Head Start, Preschool, Primary, Family Resource and Youth Service Centers and other education programs. • Identify collaborative activities with adult education service providers, community education, family and children's agencies and other appropriate service providers. • Describe how the plan is integrated with the local adult education program. 	
<p>C. Plan for Self-Sufficiency</p> <ul style="list-style-type: none"> • Describe co-applicant's involvement in projects and services relating to the target population. • Describe administrative or other resources which co-applicants have in place to assure the long-term success of the project. • Identify key partners, specific resources and services which will be provided for the success of the proposed project. 	

<p>III. Likelihood of Success (25 points, 2-3 pages)</p>	<p>Scoring Guide: A high-quality application will</p> <ul style="list-style-type: none"> • demonstrate best practices for self-study plan and evaluation, a clear vision of the desired impact of project services and a clear plan for getting services initiated in an effective efficient way • reflect best practices in service delivery models to include intensity of services to meet West Virginia Performance Indicators for Family Literacy Programs • use staff with strong training and/or experience in the target area
<p>A. Plan of Operation</p> <ul style="list-style-type: none"> • Describe activities and services that will be provided to meet the goals of the project. • Provide assurance of space for center-based activities. • Address and describe the methods for implementing the 10 Even Start Program Elements: <ul style="list-style-type: none"> a. Identify and recruit families b. Screen and prepare children and parents c. Accommodate participants' work schedule d. Provide high quality, intensive instructional programs that promote adult literacy and empower parents e. Provide staff training f. Monitor and provide integrated instructional services and home visits which include the four components g. Operate on a year round basis h. Coordinate with other programs i. Serve families most in need j. Participate in statewide independent evaluation (see budget section) • Complete the Action Component (page 17) with an integrated plan for starting the project and implementing the first year of operation with major milestone activities and timelines. • Describe both direct and indirect services to families allowing for flexibility to meet intensive needs. 	

B. Proposed Project Staff

- Describe duties related only to direct and indirect services to children and families.
- Identify the proposed project director/coordinator with current job title and vita attached.
- Attach job descriptions for paid staff with duties, supervisor qualifications, skills required, time assigned to project. A minimum of a baccalaureate degree and experience in Family Literacy or related programs is recommended for staff.
- Identify minimum training for all staff to be funded through grant funds.
- Describe staff (roles, qualifications) for key positions to be funded through other sources.

C. Quality Improvement

- Include plan for a self-study related to the West Virginia Performance Indicators for Family Literacy Programs and other tools.
- Describe activities to use results from the national and statewide evaluations.
- Describe a staff development training plan which includes adult education, early childhood, parenting education and other related areas.
- Include plan for assisting staff with identifying training needs and providing follow-up activities.

Section IV. Reasonableness of Budget
(10 points, 1-2 pages)

Scoring Guide: A high-quality application will

- reflect reasonable costs
- demonstrate applicant's and community's commitment to financial and other supports

A. Project Budget

- Include an itemized budget as an attachment for the first two years of the project; first year 10% match; second year 10% decrease in federal funds and 20% match
- Include allowable costs such as salary and benefits, staff development costs and instructional materials for the target population; include indirect costs

B. Matching Contributions

- Describe type and source of in-kind contributions that the co-applicant(s) and others will provide to support the project
- Describe community commitment and support through cash and in-kind contributions such as space, utilities, phone service, postage, clerical, transportation, administrative services, staff training, instructional materials, and technology.

Section V. Sustainability

(15 points, 1-2 pages)

Describe a systematic plan (timeline) for utilizing resources to sustain project services after federal funding ends



REFERENCE MATERIALS

FEDERAL DEFINITIONS OF FAMILY LITERACY SERVICES

Family Literacy Services: As defined in the ESEA, services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- (E) Interactive literacy activities between parents and their children.
- (F) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (G) Parent literacy training that leads to economic self-sufficiency.
- (H) An age-appropriate education to prepare children for success in school and life experiences. (*Section 9101(20), ESEA; 20 U.S.C. 7801(20).*)

Each of these core components is considered an instructional program. (*Even Start guidance, “Background” and “Local Administration/Program Elements/High-Quality, Intensive Instructional Programs.”*) All Even Start local projects must use their Even Start subgrant funds to pay the Federal share of the cost of providing intensive family literacy services for eligible participants. (*Section 1234(a), ESEA; 20 U.S.C. 6381c(a).*)

Interactive literacy activities (ILA): Interactive literacy activities between parents and children (formerly called parent and child activities (PACT)). One of the four core instructional components that local Even Start projects must provide as part of “family literacy services.” The interactive literacy activity (ILA) instructional component provides high-quality, intensive, interactive literacy activities between parents and their children. (*Sections 1235(4) and 9101(20), ESEA; 20 U.S.C. 6381d(4) and 7801(20).*) Section 1235(10) of the Even Start statute (*20 U.S.C. 6381d(10)*) requires interactive literacy activities for children and adults, as one of the four core instructional components, to be based on scientifically based reading research to the extent that research is available. (See the Even Start guidance under “Local Administration/Program Elements/High-Quality, Intensive, Instructional Programs.”)

Parenting education: One of the four core instructional components that local Even Start projects must provide as part of “family literacy services.” The parenting education instructional component provides high-quality and intensive instructional programs for parents about how to be the primary teacher for and full partners in the education of their children and support their children’s educational growth. (*Sections 1235(4) and 9101(20), ESEA; 20 U.S.C. 6381d(4) and 7801(20).*) Section 1235(10) of the Even Start statute (*20 U.S.C. 6381d(10)*) requires parenting education instructional programs to be based on scientifically based reading research to the extent that research is available. (For further information about research-based parenting education programs, see *Guide to Improving Parenting Education in Even Start Family Literacy Programs* (U.S. Department of Education, September 2000), available through ED Pubs, at: <http://www.edpubs.org/webstore/Content/search.asp>.)

Adult education and literacy training: One of the four core instructional components that local Even Start projects must provide as part of “family literacy services.” The adult education component provides high-quality, intensive instructional programs in adult literacy or adult basic education, including English language literacy as necessary, that leads to economic self-sufficiency. (*Sections 1231(1), 1235(4) and 9101(20), ESEA; 20 U.S.C. 6381, 6381d(4) and 7801(20).*) Section 1235(10) of the Even Start statute (*20 U.S.C. 6381d(10)*) requires adult education services to be based on scientifically based reading research to the extent that research is available. (For further information on adult education research, see the Department’s What Works Clearinghouse (WWC), at the following website: <http://www.w-w-c.org/>.)

Early childhood education services: One of the four core instructional components that local Even Start projects must provide as part of “family literacy services.” The early childhood education instructional component provides high-quality, intensive, and age-appropriate early childhood educational services to prepare children for success in school and life experiences. (*Sections 1235(4) and 9101(20), ESEA; 20 U.S.C. 6381d(4) and 7801(20).*) Section 1235(10) and (12) of the Even Start statute (*20 U.S.C. 6381d(10) and (12)*) requires early childhood education services to be based on scientifically based reading research to the extent that research is available and to include reading-readiness activities for preschool children based on scientifically based reading research to the extent available, to ensure that children enter school ready to learn to read. (For further information about research-based early childhood education for preschool age children, see *Teaching Our Youngest, A Guide for Preschool Teachers and Child-Care and Family Providers* (U.S. Department of Education/U.S. Department of Health and Human Services, 2002), available through ED Pubs, at: <http://www.edpubs.org/webstore/Content/search.asp>, and the Even Start guidance under “Local Administration/Program Elements/Reading Readiness Activities Based on Scientifically Based Reading Research.”)

EVEN START FAMILY LITERACY SECTION 1235, PROGRAM ELEMENTS

As used in the Even Start statute, fifteen activities and services that local Even Start programs must provide. (*Section 1235, ESEA; 20 U.S.C. 6381d.*) These required program elements include:

- identification and recruitment of families most in need of Even Start services;
- screening and preparation of participants for full participation;
- flexible scheduling and support services;
- high-quality, intensive instructional programs in the four core instructional components;
- meeting specific staff qualifications;
- staff training;
- home-based instructional services;
- year-round services;
- coordination with other programs;
- instructional programs based on scientifically based reading research;
- regular attendance and retention;
- reading readiness activities for preschool children based on scientifically based reading research;
- continuity of services;
- providing services to families most-in-need;
- and an independent local evaluation used for program improvement.

(See the Even Start guidance under “Local Administration/Program Elements” for further information about each program element.)

Sample Budget

YEAR 1	Year 1 Federal Even Start Funds/ Resources	Year 1 Matching Funds/ Resources	<i>Year 1 Source of Matching Funds/ Resources</i>	Total all Funds/ Resources	YEAR 2	Year 2 Federal Even Start Funds/ Resources	Year 2 Matching Funds/ Resources	<i>Year 2 Source of Matching Funds/ Resources</i>	Total all Funds/ Resources
Personnel 1 FTE Teacher 1 Asst. Teacher	\$27,000 \$18,000	\$3,000 \$2,000	<i>Title 1</i> <i>Head Start</i>	\$50,000	Personnel 1 FTE Teacher 1 Asst. Teacher	\$25,000 \$17,000	\$6,500 \$4,500	<i>Title 1</i> <i>Head Start</i>	\$53,000
Fringes					Fringes				
Instructional Materials	\$19,000	\$2,000	<i>Title 1</i>	\$21,000	Instructional Materials	\$8,000	\$2,000	<i>Title 1</i>	\$10,000
Staff Training, Conference, Consultants	\$4,000	\$4,000	<i>LEA</i>	\$8,000	Staff Training, Conference, Consultants	\$4,000	\$4,000	<i>LEA</i>	\$8,000
Travel In-County	\$6,000			\$6,000	Travel In-County	\$6,000			\$6,000
Local Evaluation	\$4,000	\$2,000	<i>Marshall University</i>	\$6,000	Local Evaluation	\$4,000	\$2,000	<i>Marshall University</i>	\$6,000
Administrative		\$3,000	<i>LEA</i>	\$3,000	Administrative		\$3,200	<i>LEA</i>	\$3,200
Rent		\$5,000	<i>Head Start/LEA</i>	\$5,000	Rent		\$5,500	<i>Head Start/LEA</i>	\$5,500
Other: Parent Activities, Collaboration Activities, Transportation	\$12,000				Other: Parent Activities, Collaboration Activities, Transportation	\$12,000			
TOTAL FEDERAL Even Start Funds/ Resources Year 1	\$90,000				TOTAL FEDERAL Even Start Funds/ Resources Year 2	\$78,000			
TOTAL MACHING Funds/ Resources Year 1		\$21,000			TOTAL MACHING Funds/ Resources Year 2		\$27,000		
TOTAL Year 1				\$111,000	TOTAL Year 2				\$105,000

Sample

Co-Applicant Agreement

Sunshine Public Schools and Community Agency for Families

hereby enter into an agreement to enable the applicant, Sunshine Public Schools, and co-applicant, Community Agency for Families, to maximize resources to support and jointly coordinate services for children and families participating in Sunshine Public Schools= Even Start Program.

The Community Agency for Families thereby agrees and is committed to the following responsibilities to support the Sunshine Public Schools Even Start Program:

- § Promote awareness of program
- § Provide parent trainer 12 days per year
- § Provide one family advocate 24 days per year to assist with recruitment
- § Provide space for monthly family activities as needed
- § Assist with home visits when requested by Even Start to provide resources to families
- § Provide transportation to and from center, 3 days per week
- § Attend Even Start collaborative meetings
- § Jointly sponsor professional development activities for staff of both parties
- § Share responsibility for program outcomes and assist with action plan for improvement
- § Review and comment on annual Even Start local evaluation for program improvement

It is agreed upon by both parties that this co-applicant agreement will focus on coordination of services to build local support for the Even Start program. Through this process of communication, potential barriers to collaboration will be discussed, analyzed, reduced and/or eliminated.

Co-Applicant Signature

Date

SAMPLE

Ohio Valley Educational Cooperative EVEN START Recruitment / Eligibility Scale

Parent=s Name:	Recruitment Visit Date:
Name of Rater:	Date Rating Completed:

Before families are enrolled in Even Start, they must meet three criteria: a demonstrated commitment to the program, an adult need to develop literacy skills, and a child between the ages of birth to seven years. In addition, OVEC Even Start had added program specific criteria.

The purpose of the program eligibility scale is to document that families have met these criteria before enrolling in the program. When selecting families from a waiting list for enrollment, scale ratings provide a basis for selection.

Family resides in a local housing development or other neighborhood within a Title I attendance area (4 points)	
Recent immigrant or limited English proficiency (4 points)	
One or more household members did not complete high school (4 points per person / 8 points maximum) and/or adult participants' TABE/CASAS scores indicate learners grade level is at or below the 8 th grade.	
Income below \$5,000 (4 points), \$5,000 - \$10,000 (3 points), \$10,000 - \$15,000 (2 points), over \$15,000 (1 point)	
Teen parent (under 20 years old) (4 points per person / 8 points maximum)	
Single parent (4 points)	
Family shows promise of full participation in the program (4 points per person / 8 points maximum) [] adult education / literacy [] early childhood [] parenting skills [] parent meetings	
Parent or child enrolled in a collaborative Youth Service Center or Family Resource Center (3 points)	
One or both parents are unemployed (3 points per person / 6 points maximum)	
Child=s age 0-3 (4 points per child)	
Child=s age 4-7 (3 points per child)	
Parent enrolled in collaborative adult education program (2 points per person / 4 points maximum)	
Child enrolled in an early childhood program with a collaborative partner (2 points)	
Referral from a collaborative public or non-profit agency (2 points)	
Total Eligibility Rating =	

- [] Enrolled in program
- [] Placed on waiting list
- [] Does not qualify. Referred to _____

Date
Date
Date

Comments:

EVEN START MINIMUM HOURS FOR INTENSIVE SERVICES

Even Start Programs shall (Section 1235(3), Program Elements) be designed to accommodate participants' work schedules and other responsibilities, including the provision of support services, when such services are unavailable from other sources necessary for full participation in the activities assisted under this part, such as

- (A) scheduling and locating of services to allow joint participation by parents and children;
- (B) child care for the period that parents are involved in the program provided under this part; and
- (C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this part@

Local Even Start programs are designed to meet the needs of the families. The four Even Start components must be provided: adult education, early childhood, parenting education/support services, and parent and interactive literacy activities (ILA).

According to the Third National Even Start Evaluation, "...parents from families that participated more intensively in Even Start (both in terms of number of hours of participation and months of participation) reported that their children do better on literacy-related tasks (e.g., knowledge of the alphabet, numbers and colors), that they read a greater variety of materials to their children more frequently, and that they have more books from families that participated less intensively."

Therefore we recommend that families receive more hours of instruction than the minimum recommendations. For example, we recommend that full day early childhood education services be provided five days a week in a year-round preschool setting.

Recommended minimum contact hours per month for each of the four components are as follows:

1. Adult Education - **60 hours per month**
2. Parenting Education – **20 hours per month**
3. Interactive Literacy Activities between Parents and Children - **20 hours per month**
- 4a. Early Childhood Education (birth – 3 years) - **60 hours per month**
- 4b. Early Childhood Education (3years – 7years) - **65 hours per month**

Personnel Qualifications

INSTRUCTIONAL STAFF

Instructional staff is considered those staff members who provide instruction in the four core Even Start components.

All instructional staff –:

1. must have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary education, or secondary school education, or adult education

and,

2. must meet qualifications established by the State for early childhood, elementary education, or secondary school education, or adult education provided as part of an Even Start program or another family literacy program.

PROJECT DIRECTOR

Not later than December 21, 2011, the individual responsible for administration of Even Start services must have received training in the operation of a family literacy program. Please visit the National Center for Family Literacy's (NCFL) webpage (http://www.famlit.org/Training/pa_evenstart.cfm) for additional information and training dates.

PARAPROFESSIONALS

Not later than December 21, 2011, paraprofessionals who provide support for academic instruction must have a high school diploma or its recognized equivalent.

*If Even Start is part of a school wide program, paraprofessionals, regardless of the source of their salary, must meet the Title I, Part A paraprofessional requirements as set forth in sections 119(c-g) and implemented in Title I regulations published at 67 Federal Register 71710-71771 (12/2/02) and available at www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html .

Frequently Asked Questions about Even Start

1. *What are the components of Even Start?*

Core instructional or educational components: Section 1234(a) of the Even Start statute requires local projects to provide intensive “family literacy services” for eligible parents and children. The definition of “family literacy services” includes four core instructional or educational components that each local Even Start program must provide:

- an age-appropriate education to prepare children for success in school and life experiences (early childhood education);
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children (parenting education);
- parent literacy training that leads to economic self-sufficiency (adult literacy or English language instruction); and
- interactive literacy activities between parents and their children (ILA). (*Sections 1234(a) and 9101(20), ESEA; 20 U.S.C. 6381c(a) and 7801(20); Even Start guidance under “Background” and “Local Administration/Program Elements/High-Quality, Intensive Instructional Programs.”*)

2. *What is meant by **A**serving families most in need@?*

Among the required program elements that each Even Start project must provide is that they must recruit, screen, and provide services to eligible families that are “most in need” of Even Start services, as indicated by a low level of income, and a low level of adult literacy or English language proficiency of the eligible parent or parents and other need-related indicators. (*Section 1235(1) and (14), ESEA; 20 U.S.C. 6381d(1) and (14).*) (See the Even Start guidance under “Local Administration/Program Elements/Local Independent Evaluation” for further information about this requirement.)

3. *How many West Virginia counties are currently being served by Even Start?*

There are 3 local projects serving 3 counties. (2010-11)

4. *What is the Even Start federal share limitation of funds?*

The Even Start share of the total project budget may not exceed:

- 90% in the first year
- 80% in the second year
- 70% in the third year
- 60% in the fourth year

50% in the subsequent year for four additional years
35% after eight years

5. ***How is the total budget figured for an Even Start project?***

Even Start funds and Local Matching funds = Total Even Start Budget

To determine the federal share, the total budget is calculated by multiplying the total budget by the appropriate share (90% the first year, 80% the second year, etc.). The amount of the local share may be determined by multiplying the total project cost by the local applicant share percentage. For example: first year project has a total cost of \$100,000 and is requesting \$90,000 in federal funds. To calculate total project cost:

$\$100,000 \times .90 = \$90,000$ (federal share)

$\$100,000 \times .10 = \$10,000$ (local share)

To check: \$ 90,000	federal budget (90% first year - requested budget)
<u>10,000</u>	local match (1 st year is 10%)
\$100,000	Total

6. ***What are some examples of in-kind contributions for the local match or cost share (non-Even Start share)?***

- Salaries-part or all (non-Even Start funds such as Head Start, Title I, LEA)
- Other staff (nurse, counselor, adult educator can claim percentage of time devoted to Even Start)
- Child Care-provided by another group
- Training-speakers, etc.
- Rental-offices, meeting space
- Donations
- Community agency contributions such as public health nurse services, Afree@ immunization for Even Start children.
- Early childhood slots funded through state, Title I, Head Start, or local sources
- Transportation

Cost share or “matching” share: As used in the Even Start statute, the portion of the cost of local Even Start projects that applicants must provide from sources other than Even Start. Projects may provide this non-Even Start portion in cash or in-kind, fairly evaluated, and may obtain that portion from any source including any Federal funds under the ESEA other than Even Start. (*Section 1234(b)(1), ESEA; 20 U.S.C. 6381c(b)(1).*) The cost share may only include allowable costs. (*EDGAR, 34 CFR 74.23 and 80.24.*) (For further information,

see the Even Start guidance under “State Administration/Project Funding/Federal and Local Share.”)

OMB Cost Circulars or cost principles: Sets of principles overseen by OMB that govern allowable direct and indirect costs that may be charged to Federal grants or claimed toward matching or cost share requirements. These cost circulars are incorporated in EDGAR as rules that govern Federal education grants, including Even Start. (*EDGAR, 34 CFR 76.530, 74.27, and 80.22.*) The cost principles generally relevant to Even Start programs include: OMB Circular A-21, Cost Principles for Educational Institutions (05/10/2004); OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments (05/10/2004); and OMB Circular A-122, Cost Principles for Non-Profit Organizations (05/10/2004), available at the following website: <http://www.whitehouse.gov/omb/circulars/index.html>.

7. What is the role of the Committee of Practitioners?

- Review proposed or final state rules and regulations
- Review the state plan
- Assist with the development of the application review process and selection criteria
- The Committee of Practitioners represents parents, teachers, and administrators across many agencies.

8. Who is the Panel Review Committee?

At least a three member committee consisting of:

- an early childhood professional
- an adult education professional and/or
- representative of an existing family literacy program and
- State Education Agency Even Start coordinator

9. What is the role of the Panel Review committee?

To evaluate and recommend funding of new applicants.

10. **How are new projects selected?**

New projects are selected using the total number of points as guidance. See Section 1208, Award of Subgrants.

11. ***What is meant by “partnership”?***

Partnership: An eligible entity that may apply for an Even Start subgrant is a partnership between one or more LEAs and other organizations or agencies. As indicated in the Even Start guidance, a partnership as used in this context may take a number of different forms, and can designate any partner as the fiscal agent for the subgrant or form a formal legal entity that is a partnership to serve as the fiscal agent. In each case, the partners should clearly delineate their respective roles and functions, identify the partner(s) that will serve as the fiscal agent, and agree in writing to any required assurances and authorizations. (For further information about an Even Start partnership, see the Even Start guidance under “State Administration/Competition for Subgrants/Eligible Entity.”)

Eligible entity: As defined in section 1232(e) of the Even Start statute, a partnership composed of: (A) a local educational agency (LEA); and (B) a nonprofit community-based organization, a public agency other than an LEA, an institution of higher education; or a public or private non-profit organization other than an LEA, of demonstrated quality. (*Section 1232(e)(1), ESEA; 20 U.S.C. 6381a(e)(1).*) SEAs award subgrants to eligible entities to carry out Even Start programs. (*Section 1233(b)(1), ESEA; 20 U.S.C. 6381b(b)(1).*)

12. ***How long do Even Start funds last?***

Most projects are funded for up to two 4-year cycles and indefinitely at 35% per year. All WV Even Start projects are required to submit a continuance application each fiscal year and a Request for Proposal (RFP) Application each 4 year cycle.

13. ***Once a project is funded, are funds guaranteed for the rest of the four year cycle?***

NO. In awarding subgrant funds to continue a program for the second, third or fourth year, the state educational agency shall evaluate the program based on the indicators of program quality developed by the state.® Additionally, grants may be discontinued if federal/state funding is not available.

14. ***Who are eligible participants?***

To be eligible for Even Start, a family that qualifies as “most in need” must have at least one eligible parent and one eligible child. See Section 1236 (a)(1)).

15. ***Is a parent with a high school diploma or its equivalent eligible to participate in Even Start?***

Yes, if the parent is eligible under the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act) and lacks sufficient mastery of basic educational skills to function effectively in society. (For additional information on Adult Education, go to <http://www.ed.gov/about/offices/list/ovae/index.html>)

16. ***What is collaboration?***

Collaboration is defined as a “mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals that could not be accomplished by any single entity” (Wyner-Cyr, 1992).

Collaborator or collaborating agency: As used informally in the Even Start context, a collaborator or collaborating agency or organization generally means an organization, agency, or entity that may provide program services but is not a formal partner in the “eligible entity” partnership that receives the subgrant from the SEA.

17. ***What “support for academic instruction” activities can be performed by paraprofessionals?***

Paraprofessionals can reinforce and practice instructional activities with students only after instructional staff personnel have initially taught the activity or lesson.

18. ***Where can I find additional information regarding Even Start laws and regulations?***

The Guidance for the William F. Goodling Even Start Family Literacy Programs is written to assist States and local projects in understanding, administering, and implementing the Even Start program. The current Even Start Guidance (September 2003) reflects changes made to the program by the Literacy Involves Families Together (LIFT) Act of 2000 and by the No Child Left Behind Act of 2001 (NCLB). Guidance in that document replaces all prior nonregulatory guidance for Even Start and also addresses questions raised by State and local officials regarding the law. States may refer to this guidance when administering funds under the State-administered portion of the Even Start program, and local recipients of Even Start funds may refer to this guidance when administering or operating projects supported by subgrants awarded by States or by direct grants from the U.S. Department of Education. The Even Start guidance is available at the following website: <http://www.ed.gov/programs/evenstartformula/legislation.html>.

A Federal Statute is a public law enacted by the Congress and signed by the President, such as the No Child Left Behind Act of 2001 (NCLB) (Public Law 107-110), and the Elementary and Secondary Education Act of 1965, as amended (ESEA). The William F. Goodling Even Start Family Literacy Programs are authorized by Title I, Part B, Subpart 3 of the ESEA, as amended by the NCLB. The Even Start statute is available at the following website: <http://www.ed.gov/policy/elsec/leg/esea02/pg6.html> .

No Child Left Behind Act of 2001 (NCLB): Federal statute that reauthorized and amended the ESEA, including the Even Start program (*Public Law 107-110 (January 8, 2002)*). The NCLB incorporates the principles and strategies proposed by President Bush, including increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and LEAs in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children. You can find further information about the NCLB at the following website:
<http://www.ed.gov/nclb/landing.jhtml?src=ln>

West Virginia Even Start Performance Indicators



Revised 2009

West Virginia Performance Indicators

1. Adult Indicators

- 1.1 Adult learners with a primary goal of improving their literacy skills and who attend for at least 12 hours will show gains¹ in the areas of reading, language, and mathematics. The percent of adult learners making those gains will depend on their individual entry level and will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #1 Measure 1 (Appendix A).
- 1.2 Adult English as Second Language (ESL) learners with a primary goal of improving their literacy skills and who attend for at least 12 hours will show gains¹ in the level of basic skills needed to complete the Federal Functioning Level (FFL) as measured by a standardized assessment. The percent of adult learners making those gains will depend on their individual entry level and will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #1 Measure 2 (Appendix A).
- 1.3 Participants who have received at least 12 hours of Even Start instruction AND who have postsecondary education, training or entry into the military as a goal will enroll in post secondary courses, training and/or the military after leaving Even Start. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 3 (Appendix A).
- 1.4 Participants who are unemployed at the time they enter Even Start who received at least 12 hours of Even Start instruction AND for whom unsubsidized employment is a goal entered into unsubsidized employment by the end of the first quarter after they exit the program. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 1 (Appendix A).
- 1.5 Participants who are employed at the time they enter Even Start who have received at least 12 hours of Even Start instruction retained unsubsidized employment in the third quarter after they exit the program. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 2 (Appendix A).
- 1.6 Even Start participants enrolled in a program leading to a high school diploma or equivalent, who have a primary or secondary goal of passing the GED or completing the EDP, and who have received more than 12 hours of instruction, will receive their diploma or GED. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #3, Measure 1 (Appendix A).

2. Parenting Indicators

- 2.1 At least 75% of all Even Start parents¹ who participate in structured parent education time will demonstrate a .5 gain in at least one area of the Parent Education Profile (PEP) that support the development of their children's literacy skills.

3. ECE Child Indicators

Birth to 5 years old:

- 3.1 Of the Even Start children, ages birth to three, 80% will demonstrate progress in language development and developmental milestones based on local programs developmental screening

tool(s).

- 3.2 Of the Even Start children, ages three to five, 80% will demonstrate age-appropriate gains in language development and/or early learning and literacy skills on the Peabody Picture Vocabulary Test (PPVT) III or PPVT IV.
- 3.3 At least 80% of Even Start children, ages birth to five¹ will participate in a minimum of 80% of the Early Childhood Education (ECE) activities offered.

Kindergarten Age Eligible:

- 3.4 75% of children who are kindergarten age eligible AND who have been continuously enrolled in Even Start for at least six months will demonstrate a gain of 4 or more standard score points on the PPVT III or PPVT IV at the time of spring testing.
- 3.5 50% of children who are kindergarten age eligible AND who have been continuously enrolled in Even Start for at least six months will demonstrate an age appropriate standard score of 85 points or higher on the PPVT III or PPVT IV at the time of spring testing.
- 3.6 75% of kindergarten age eligible children who have been enrolled in Even Start for at least six months will recognize 16 or more letters on the PALS Upper Case Letter Recognition subtest at the time of spring testing.

School Age Children:

- 3.7 The average attendance rate¹ of Even Start school-aged children² will be at or above 93% as required by West Virginia Department of Education State Policy 2510.
- 3.8 Of school-aged Even Start children¹ who have been enrolled in the program for at least six months, 80% will be promoted to the next grade level.
- 3.9 Of school-aged Even Start children who have been enrolled in the program for at least six months, 75% will read on or above grade level as reported by the child's teacher and/or based on the local school district assessment.

4. Parent and Child Together (PACT) Indicators:

- 4.1 At least 75% of Even Start children with their parents will participate in a minimum of 80% of the Parent and Child Together (PACT) activities offered.

Appendix A

West Virginia Adult Basic Education Performance Measures		
Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.		
	FY09	FY10
Measure 1 (0-1.9 grade levels)	66% of beginning literacy ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	70% of beginning literacy ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 2 (2-3.9 grade levels)	64% of beginning ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	70% of beginning ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 3 (4-5.9 grade levels)	62% of low intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	68% of low intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 4 (6-8.9 grade levels)	53% of high intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	58% of high intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 5 (9-10.9 grade levels)	52% of low adult secondary level learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	61% of low adult secondary level learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 6 (11-12.9 grade levels)	N/A (the Federal government does not recognize completion of level 6) high adult secondary level learners will acquire the level of basic skills needed to complete the educational functioning level.	N/A (the Federal government does not recognize completion of level 6) high adult secondary level learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 7 180 & below	60% of beginning literacy ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	75% of beginning literacy ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 8 181-190	77% of low beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	72% of low beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 9 191-200	83% of high beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	80% of high beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 10 201-210	76% of low intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	71% of low intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 11 211-220	68% of high intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	62% of high intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 12 221-235	56% of advanced ESL level learners will acquire the level of basic skills needed to complete the educational functioning level.	41% of advanced ESL level learners will acquire the level of basic skills needed to complete the educational functioning level.

Appendix A – cont.

Core Indicator #2: Placement in, retention in, or completion of unsubsidized employment or postsecondary education/training.		
	FY09	FY10
Measure 1	44% of unemployed adult learners with a primary or secondary goal of obtaining unsubsidized employment (and available for work) will obtain unsubsidized employment.	58% of unemployed adult learners with a primary or secondary goal of obtaining unsubsidized employment (and available for work) will obtain unsubsidized employment.
Measure 2	56% of adults with a primary or secondary goal of retaining their current job will be retained on the job.	64% of adults with a primary or secondary goal of retaining their current job will be retained on the job.
Measure 3	69% of all students with a primary or secondary goal of entering postsecondary education or job training will enroll in further postsecondary academic or vocational programs.	76% of all students with a primary or secondary goal of entering postsecondary education or job training will enroll in further postsecondary academic or vocational programs.
Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.		
Measure 1	71% of all students with a primary or secondary goal of passing the GED or completing the EDP will earn a high school diploma or recognized equivalent.	63% of all students with a primary or secondary goal of passing the GED or completing the EDP will earn a high school diploma or recognized equivalent.

APPENDIX B
2009

West Virginia Even Start Standard #1 The program provides adult literacy training of sufficient intensity and duration to assist adult participants in attaining economic self-sufficiency.		Performance Indicator 1.1: Adult learners with a primary goal of improving their literacy skills and who attend for at least 12 hours will show gains ¹ in the areas of reading, language, and mathematics. The percent of adult learners making those gains will depend on their individual entry level and will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #1 Measure 1.		
SUBJECTS Even Start Adult Learners with Federal Functioning Levels (FFL) upon entry	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Beginning Literacy 0-1.9 GLE 200 & below (CASAS)	Make gains at or above FFL and/or receipt of a high school diploma or recognized equivalent ¹	The percent of adult learners making those gains will depend on their individual entry level and will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #1 Measure 1 (Appendix A).	Participants will be assessed at the following intervals ⁴ : <ul style="list-style-type: none"> • Upon initial enrollment in the program • After 40 hours but no later than 100 hours of instruction⁵ • At the end of the program year 	Test of Adult Basic Education (TABE) pre- and post-tests appropriate to FFL OR Comprehensive Adult Student Assessment System (CASAS) pre- and post-tests appropriate to FFL OR Other WVDE ES pre-approved instrument IN ADDITION TO THE TESTS ABOVE Essential IGO (Instructional Goals and Objectives) verification checklists developed for Adult Basic Education, WV Department of Education ⁶
Beginning Basic Education 2.0-3.9 GLE 201-210 (CASAS)				
Low Intermediate 4.0-5.9 GLE 211-220 (CASAS)				
High Intermediate 6.0-8.9 GLE 221-235 (CASAS)				
Low Adult Secondary 9.0-10.9 GLE 236-245 (CASAS)				
High Adult Secondary 11.0-12.9 GLE 246 & up (CASAS)				
Definitions: <ol style="list-style-type: none"> 1. A gain is defined as: (1) one half grade level gain on the TABE or three standard score points on the CASAS; (2) completion of a FFL; or (3) receipt of a high school diploma, a general equivalency diploma, an external diploma, or other recognized equivalent. 2. Federal Functioning levels (FFLs) are categories designated by the U.S. Department of Education that describe the adult learner's performance upon entry and subsequent acquisition of knowledge and skills. Each FFL has a brief set of descriptors that explain the types of skills an adult learner possesses upon entry in that category. Federal Functioning Level upon entry is determined through standardized assessment (TABE or CASAS). The lowest score (reading, math, or language) is used to assign the FFL. 3. The adult must participate in a minimum of 12 hours of adult basic education to be officially enrolled and counted on the federal/state report. However, participation begins with enrollment, and all adult participants must be tested on the TABE or the CASAS before they have completed 12 hours of instruction. 4. If a participant enters the program late and subsequently does not complete 40 hours of instruction until the end of the program year or close thereto, he or she will only be assessed upon initial enrollment and at the end of the program year. 5. It is recommended that programs offering 15 or fewer hours of ABE instruction per week readminister the appropriate tests as near to the completion of 40 hours of instruction as possible. 6. The Adult Basic Education (ABE) program of the WV Department of Education has correlated the Federal Functioning Level descriptors to the ABE Instructional Goals and Objectives (IGOs). Training on the use of IGO verification checklists to document completion of FFLs (when post-testing is not conducted) is available through the ABE Staff Development Program. 				
Notes: <ul style="list-style-type: none"> • Student achievement data are collected through the Adult Basic Education Student Entry and Exit forms (ABE 400A and 400B) and entered into the statewide database. 				

West Virginia Even Start Standard #1 The program provides adult literacy training of sufficient intensity and duration to assist adult participants in attaining economic self-sufficiency.		Performance Indicator 1.2: Adult English as Second Language (ESL) learners with a primary goal of improving their literacy skills and who attend for at least 12 hours will show gains ¹ in the level of basic skills needed to complete the Federal Functioning Level (FFL) as measured by a standardized assessment. The percent of adult learners making those gains will depend on their individual entry level and will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #1 Measure 2.		
SUBJECTS	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Beginning ESL Literacy SPL 0-1 (Speaking & Reading)	Make gains at or above FFL	The percent of adult learners making those gains will depend on their individual entry level and will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #1 Measure 2 (Appendix A).	Participants will be assessed at the ⁵ following intervals : <ul style="list-style-type: none"> • Upon initial enrollment in the program • After 40 hours but no later than 100 hours of ⁵ instruction • At the end of the program year 	Test of Adult Basic Education (TABE) pre- and post-tests appropriate to FFL
Beginning ESL SPL 2-3 (Speaking) SPL 2-4 (Reading)				OR
Low Intermediate ESL SPL 4 (Speaking) SPL 5 (Reading)				Comprehensive Adult Student Assessment System (CASAS) Employability Competency System (ECS), Life Skills ESL, or Citizenship pre- and post-tests appropriate to FFL
High Intermediate ESL SPL 5 (Speaking) SPL 6 (Reading)				OR
Low Advanced ESL SPL 6 (Speaking) SPL 7 (Reading)				Basic English Skills Test (BEST) Forms B & C or BEST Plus
High Advanced ESL SPL 7+ (Speaking) SPL 8+ (Reading)				OR Other WVDE ES pre-approved ESL instrument
IN ADDITION TO THE TESTS ABOVE Essential IGO (Instructional Goals and Objectives) verification checklists developed for Adult Basic Education, WV Department of Education must ⁷ be completed				
Definitions: 1. A gain is defined as: (1) one half grade level gain on the TABE, three standard score points on the CASAS ECS, or one student performance level on the BEST, CASAS Life Skills ESL; (2) completion of a FFL; or (3) receipt of a high school diploma, a general equivalency diploma, an external diploma, or other recognized equivalent. 2. Federal Functioning levels (FFLs) are categories designated by the U.S. Department of Education that describe the adult learner's performance upon entry and subsequent acquisition of knowledge and skills. Each FFL has a brief set of descriptors that explain the types of skills an adult learner possesses upon entry in that category. Federal Functioning Level upon entry is determined through standardized assessment (TABE or CASAS). The lowest score (reading, math, or language) is used to assign the FFL. 3. Student Performance Levels (SPLs) are general descriptions of adult ESL students' language ability through a range of levels (0 through X). 4. The adult must participate in a minimum of 12 hours of adult basic education to be officially enrolled and counted on the federal/state report. However, participation begins with enrollment, and all adult participants must be tested on the TABE, CASAS, or BEST before they have completed 12 hours of instruction. 5. If a participant enters the program late and subsequently does not complete 40 hours of instruction until the end of the program year or close thereto, he or she will only be assessed upon initial enrollment and at the end of the program year. 6. It is recommended that programs offering 15 or fewer hours of ABE instruction per week re-administer the appropriate tests as near to the completion of 40 hours of instruction as possible. 7. The Adult Basic Education (ABE) program of the WV Department of Education has correlated the Federal Functioning Level descriptors to the ABE Instructional Goals and Objectives (IGOs). Training on the use of IGO verification checklists to document completion of FFLs (when post-testing is not conducted) is available through the ABE Staff Development Program.				
Notes: <ul style="list-style-type: none"> • Student achievement data are collected through the Adult Basic Education Student Entry and Exit forms (ABE 400A and 400B) and entered into the statewide database. 				

<p>West Virginia Even Start Standard #1 The program provides adult literacy training of sufficient intensity and duration to assist adult participants in attaining economic self-sufficiency.</p>		<p>Performance Indicator 1.3: Adult participants who have received at least 12 hours of Even Start instruction AND who have postsecondary education, training or entry into the military as a goal will enroll in post secondary courses, training and/or the military after leaving Even Start. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 3.</p>		
SUBJECTS	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Adult participants who have received at least 12 hours of Even Start instruction AND who have postsecondary education, training or entry into the military as a goal.	Enrollment in post secondary courses, training and/or the military after leaving Even Start.	The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 3. (Appendix A).	At end of program year	Enrollment in post secondary courses, training and/or the military after leaving Even Start.
<p>Notes:</p> <ul style="list-style-type: none"> Student post-secondary training and military enrollment data are collected through the Adult Basic Education Student Entry and Exit forms (ABE 400A and 400B) and entered into the statewide database. 				

<p>West Virginia Even Start Standard #1 The program provides adult literacy training of sufficient intensity and duration to assist adult participants in attaining economic self-sufficiency.</p>		<p>Performance Indicator 1.4: Participants who are unemployed at the time they enter Even Start who received at least 12 hours of Even Start instruction AND for whom unsubsidized employment is a goal entered into unsubsidized employment by the end of the first quarter after they exit the program. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 1 (Appendix A).</p>		
SUBJECTS	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Adult participants who are unemployed at the time they enter Even Start who received at least 12 hours of Even Start instruction AND for whom unsubsidized employment is a goal.	Entrance into unsubsidized employment by the end of the first quarter after they exit the program.	The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 1. (Appendix A).	By the end of the first quarter after they exit the program.	Entrance into unsubsidized employment by the end of the first quarter after they exit the program.
<p>Notes:</p> <ul style="list-style-type: none"> Student entrance into unsubsidized employment data are collected through the Adult Basic Education Student Entry and Exit forms (ABE 400A and 400B), NRS data-system and entered into the statewide database. 				

<p>West Virginia Even Start Standard #1 The program provides adult literacy training of sufficient intensity and duration to assist adult participants in attaining economic self-sufficiency.</p>		<p>Performance Indicator 1.5: Participants who are employed at the time they enter Even Start who have received at least 12 hours of Even Start instruction retained unsubsidized employment in the third quarter after they exit the program. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 2 (Appendix A).</p>		
SUBJECTS	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Adult participants who are employed at the time they enter Even Start who have received at least 12 hours of Even Start instruction.	Retention of unsubsidized employment in the third quarter after they exit the program.	The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #2, Measure 2. (Appendix A).	By the end of the third quarter after they exit the program.	Retention of unsubsidized employment in the third quarter after they exit the program.
<p>Notes:</p> <ul style="list-style-type: none"> Student retention in unsubsidized employment data are collected through the Adult Basic Education Student Entry and Exit forms (ABE 400A and 400B), NRS data-system and entered into the statewide database. 				

<p>West Virginia Even Start Standard #1 The program provides adult literacy training of sufficient intensity and duration to assist adult participants in attaining economic self-sufficiency.</p>		<p>Performance Indicator 1.6: Even Start participants enrolled in a program leading to a high school diploma or equivalent, who have a primary or secondary goal of passing the GED or completing the EDP, and who have received more than 12 hours of instruction, will receive their diploma or GED. The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #3, Measure 1 (Appendix A).</p>		
SUBJECTS	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start participants enrolled in a program leading to a high school diploma or equivalent, who have a primary or secondary goal of passing the GED or completing the EDP, and who have received more than 12 hours of instruction.	Enrollment in post secondary courses, training and/or the military after leaving Even Start.	The percent of these participants will be equal to or exceed the WV Adult Education Performance Measures for Core Indicator #3, Measure 1. (Appendix A).	At end of program year	Enrollment in post secondary courses, training and/or the military after leaving Even Start.
<p>Notes:</p> <ul style="list-style-type: none"> Student GED or EDP data are collected through the Adult Basic Education Student Entry and Exit forms (ABE 400A and 400B) and entered into the statewide database. 				

West Virginia Even Start Standard #2 The program provides training for adult participants that will assist them in improving the skills needed to be their child(ren)'s primary teacher and full partners in the education of their child(ren).		Performance Indicator 2.1: At least 75% of all Even Start parents ¹ who participate in structured parent education time will demonstrate gains in their engagement in behaviors that support the development of their children's literacy skills.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start parents who have been enrolled in the program for a minimum of six months and who participate in structured parent education time.	Will show gains ² of 0.5 levels or greater on one or more of the following constructs as measured by the subscales of the Parenting Education Profile (PEP): I. Supporting children's learning in the home environment. II. Supporting interactive literacy activities. III. Supporting children's learning in formal educational settings. IV. Taking on the parent role.	At least 75%	Participants must be assessed at the following intervals: <ul style="list-style-type: none"> • Upon enrollment in³ Even Start. • After each six months of enrollment in⁴ Even Start. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • Before the end of each program year (i.e., between April 1st and June 30th). 	The Parenting Education Profile (PEP) is a New York State Even Start-developed assessment tool related to family literacy. The PEP requires multiple observations of parents over time in varied situations by a ⁵ variety of people. When the PEP is re-administered every six months, results can be used to monitor progress as well as to guide internal program development. Please note that only the first assessment and each subsequent 12-month assessment are used to document progress on this indicator.
<u>Definitions:</u> <ol style="list-style-type: none"> 1. When the term parent is used, this term refers to the significant adult(s) or primary caregiver(s). An Even Start family is one in which at least one adult and one child are participating in <u>all</u> appropriate program components. 2. Gains reflect the changes in levels that occur between the first and most recent administrations of the PEP during the current program year. 3. The initial use of the PEP should occur within approximately three months after a family has enrolled in an Even Start program, giving the staff enough time to get to know the family and see the typical patterns of behaviors. 4. Use the six-month scores on the PEP in order to inform instruction and service delivery, only report scores that are twelve months apart. If the PEP assessments take place over the course of different data years, report the last PEP score from the previous program year as the pre-test for the current data year (e.g., A family enrolls January 4, 2003 and an initial assessment is administered by March 4, 2003. A six-month assessment is conducted in September 2003. This assessment is used to inform instruction. During March 2004, an assessment is administered. The March 2003 and March 2004 scores are compared to determine achievement of the indicator. 5. All Even Start staff are required to complete the state-provided training on the PEP and its related research base. 				

West Virginia Even Start Standard #3 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 3.1 (birth to 3 years old): Of the Even Start children, ages birth to three, 80% will demonstrate progress in language development and developmental milestones based on local programs developmental screening tool(s).		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start children, ages birth to three years old	Demonstrate progress in language development and developmental milestones based on local programs developmental screening tool(s).	At least 80%	Even Start children must be assessed at the following intervals ² : <ul style="list-style-type: none"> • Within two weeks of initial enrollment in the program • At the middle of the program year between December 1st and February 28th. • Before the end of the program year between April 1st and June 30th. 	All Even Start children ages birth to three must complete the Denver II screening and/or a local program research based developmental screening or assessment tool
<p><u>Definitions:</u></p> <p>1. A gain is defined as improvement in age-appropriate performance (i.e., that which falls in the “normal” range) on the Denver II, or age-equivalent performance on developmental screening or assessment tool (e.g., Ages and Stages, Creative Curriculum Assessment).</p> <p>2. Program staff are encouraged to implement these tests more frequently to provide ongoing information regarding program performance, and to assist in modifying program delivery to best meet the needs and/or goals for individual children.</p>				

West Virginia Even Start Standard #3 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 3.2 (3 to 5 years old): Of the Even Start children, ages three to five, 80% will demonstrate age-appropriate gains in language development and/or early learning and literacy skills on the Peabody Picture Vocabulary Test (PPVT) III or PPVT IV.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start children, ages three to five years.	Demonstrate age-appropriate gains in language development and early learning and literacy skills as defined by their performance on the Peabody Picture Vocabulary Test, 3 rd Edition (PPVT III) or PPVT IV	At least 80%	Even Start children must be assessed at the following intervals : <ul style="list-style-type: none"> • Within two weeks of initial enrollment in the program • At the middle of the program year between December 1st and February 28th . • Before the end of the program year between April 1st and June 30th . 	All Even Start children ages three to five years must complete the PPVT III or PPVT IV.
<u>Definitions:</u> 1. A gain is defined as improvement in age-equivalent performance as measured by the PPVT. 2. Program staff are encouraged to implement these tests more frequently to provide ongoing information regarding program performance, and to assist in modifying program delivery to best meet the needs and/or goals for individual children.				

West Virginia Even Start Standard #3 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 3.3 (birth to 5 years old) : At least 80% of Even Start children, ages birth to five will participate in a minimum of 80% of the Early Childhood Education (ECE) activities offered.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start children, ages birth to five	Participate in a minimum of 80% of the Early Childhood Education (ECE) activities offered.	80%	End of the program year	Program attendance records

West Virginia Even Start Standard #3 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 3.4 (Kindergarten Age Eligible): 75% of children who are kindergarten age eligible AND who have been continuously enrolled in Even Start for at least six months will demonstrate a gain of 4 or more standard score points on the PPVT III or PPVT IV at the time of spring testing.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start children who are kindergarten eligible the following program year and who have been continuously enrolled in Even Start for at least six months.	Demonstrate a gain of 4 or more standard score points on the PPVT III or PPVT IV at the time of spring testing.	At least 75%	Even Start children must be assessed at the following intervals ² : <ul style="list-style-type: none"> • Within two weeks of initial enrollment in the program • At the middle of the program year between December 1st and February 28th. • Before the end of the program year between April 1st and June 30th. 	PPVT III or PPVT IV.

West Virginia Even Start Standard #3		Performance Indicator 3.5 (Kindergarten Age Eligible): 50% of children who are kindergarten age eligible AND who have been continuously enrolled		
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The program provides an age-appropriate education to prepare children for success in school and life.		in Even Start for at least six months will demonstrate an age appropriate standard score of 85 points or higher on the PPVT III or PPVT IV at the time of spring testing.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start children who are kindergarten eligible the following program year and who have been continuously enrolled in Even Start for at least six months.	Demonstrate an age appropriate standard score of 85 points or higher on the PPVT III or PPVT IV at the time of spring testing.	At least 50%	Even Start children must be assessed before the end of the program year between April 1st and June 30th.	PPVT III or PPVT IV.

West Virginia Even Start Standard #3		Performance Indicator 3.6 (Kindergarten Age Eligible): 75% of kindergarten age eligible children who have been enrolled in Even Start for at least six months will recognize 16 or more letters on the Phonological Awareness Literacy Screening (PALS) Upper Case Letter Recognition subtest at the time of spring testing.		
The program provides an age-appropriate education to prepare children for success in school and life.				
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start children who are kindergarten eligible the following program year and who have been continuously enrolled in Even Start for at least six months.	Recognize 16 or more letters on the Phonological Awareness Literacy Screening (PALS) Upper Case Letter Recognition subtest at the time of spring testing.	At least 75%	Even Start children must be assessed before the end of the program year between April 1st and June 30th.	Phonological Awareness Literacy Screening (PALS) Upper Case Letter Recognition subtest

West Virginia Even Start Standard #3 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 3.7 (School Age Children): The average attendance ¹ rate ² of Even Start school-aged children will be at or above 93% as required by West Virginia Department of Education State Policy 2510.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start school-aged children	Maintain a 93% attendance rate ^{3, 4}	100%	End of the academic year	Program attendance records
<p>Definitions:</p> <ol style="list-style-type: none"> 1. The average attendance rate is specified by the West Virginia Department of Education Policy 2510. 2. School-aged children will include those children, ages birth to five, who are enrolled in a West Virginia Pre-Kindergarten program, as well as those ages 5- to 7-years. 3. The attendance rate will be calculated using an average of the attendance rates for all Even Start school-aged children. 4. At in-take, parents will be required to provide attendance information from the prior year for each school-aged child (as defined above). 				

West Virginia Even Start Standard #3 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 3.8 (School Aged Children): Of school-aged Even Start ¹ children ² who have been enrolled in the program for at least six months, 80% will be promoted to the next grade level.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start school-aged children who have been enrolled in the program for a minimum of six months	Will demonstrate age-appropriate academic achievement by being promoted to the next grade level	At least 80%	During the span of one academic year (August/September through June).	Teacher, school, and/or district reports for individual children provided by each child's teacher, principal, school, and/or parents or guardians.
<p>Definitions:</p> <ol style="list-style-type: none"> 1. For the purposes of indicator 3.5, school-aged children will include only those children, ages 5- to 7-years that are not enrolled in a West Virginia Pre-Kindergarten program. 				

West Virginia Even Start Standard #3 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 3.9 (School Aged Children): Of school-aged Even Start children who have been enrolled in the program for at least six months, 75% will read on or above grade level as reported by the child's teacher and/or based on the local school district assessment.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start school-aged children who have been enrolled in the program for a minimum of six months	Will read on or above grade level as reported by the child's teacher and/or based on the local school district assessment	At least 75%	During the span of one academic year (August/September through June).	Teacher, school, and/or district reports for individual children provided by each child's teacher, principal, school, and/or parents or guardians.
Definitions: 1. For the purposes of indicator 3.5, school-aged children will include only those children, ages 5- to 7-years that are not enrolled in a West Virginia Pre-Kindergarten program.				

West Virginia Even Start Standard #4 The program provides an age-appropriate education to prepare children for success in school and life.		Performance Indicator 4.1: At least 75% of Even Start children with their parents will participate in a minimum of 80% of the Parent and Child Together (PACT) activities offered.		
<i>SUBJECTS</i>	PERFORMANCE	EXPECTATION	TIME PERIOD	MEASURES
Even Start children, ages birth through seven-years	Will participate in at least 60% of the PACT activities offered	At least 80%	End of each program year	Program attendance records