

VERMONT DEPARTMENT OF EDUCATION
Student Support Services
120 State Street
Montpelier, Vermont 05620-2501

FY '03 Continuation Application



2002-2003

PURPOSE

To provide eligible applicants with the federal share of the cost of providing intensive family literacy services to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education and parenting education into a unified family literacy program.

Applications Due May 24th, 2002

I. Overview

Purpose of the Grant

The purpose of this request for proposal (RFP) is to solicit continuation applications for federal funds provided under The No Child Left Behind Act, P.L. 107-110, Title I, Subpart 3: The William F. Goodling Even Start Family Literacy Program. The overarching goals of the Even Start Family Literacy program are to improve the educational opportunities for the nation's children and adults by integrating early childhood education, adult education for parents, and parenting activities into a unified program. These programs are supported by a collaborative relationship among local entities that serve at-risk children and educationally or economically disadvantaged adults.

Recent Congressional legislation has revised the definition of family literacy so that all federal family literacy programs including Reading Excellence, Even Start, Head Start, and Adult Education in the Workforce Investment Act use the same definition. Family literacy services are now defined as follows:

“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: interactive literacy activities between parents and their children; training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; and age-appropriate education to prepare children for success in school and life experiences.”

Projects funded under this grant are implemented through cooperative partnerships that build on high quality existing community resources to create a new range of services for families found to be most in need in terms of poverty and illiteracy. This is accomplished through the coordination and integration of four critical project components:

- Developmentally appropriate childhood education
- High quality instructional programs that promote adult literacy
- Parenting education
- Parent-child activities that empower parents to support the educational growth of their children

Those agencies eligible to apply for funding include local education agencies and community-based or other non-profit organizations. This grant period begins on July 1, 2002 and ends on June 30, 2003. Even Start programs that apply for continuation funding will need to demonstrate success in program implementation and in meeting state indicators of learner outcomes. Grant awards are subject to continued federal funding for Even Start programs.

Statutory/Regulatory Source

The Even Start Family Literacy Program is authorized by, and fully funded under, The No Child Left Behind Act, P.L. 107-110, Title I, Subpart 3: The William F. Goodling Even Start Family Literacy Program. The Vermont Even Start Program office, located in the Student Support Team at the Vermont Department of Education, has oversight of the program and provides guidance and technical assistance to all local programs.

Program Specifications

1. Target Population

Children from birth through age seven (7) and their parents, who reside in areas with a high concentration of poverty are eligible for Even Start services. Local projects may allow children over the age of seven to participate in project services if the local project collaborates with a program under Title I, Part A of the Elementary and Secondary Schools Act, and Title I, Part A funds contribute to the cost of providing Even Start Project services to those children, as long as the focus of the project remains on families with young children.

To participate, one or more of the parents must either be eligible for adult education and literacy activities under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998, or be within the State's compulsory school attendance age range so long as a local educational agency provides the basic education component. Other family members may also participate in Even Start projects, in cases where their participation would help to accomplish the goals of the project.

Adults are eligible for adult education under this law if they

- ◆ Are at least 16 years of age
- ◆ Have not received a high school diploma or GED certificate
- ◆ Do not speak, read or write English
- ◆ Are not currently enrolled in school

Any family participating in the project that becomes ineligible as a result of one or more members of the family becoming ineligible for such participation, may continue to participate in the program until all members of the family become ineligible for participation, which:

- a. In the case of a family in which ineligibility was due to the child or children of such family attaining the age of eight, shall be in two years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and
- b. In the case of a family in which ineligibility was due to the educational advancement of the parent or parents of such family, shall be when all children in the family attain the age of eight.

2. Project Elements

Even Start family literacy services are integrated services for at-risk families that must include but not be limited to child education, adult education, parenting education, and literacy-based, interactive parent-child activity services. Each Even Start project must provide these four components, and families must participate in all four components. Programs should ensure the following:

- A. Identification and recruitment of families most in need of services as indicated by a low level of income, participation in the Reach Up Family Assistance Program, a low level of adult literacy or English language proficiency on the part of the eligible parent or parents and other need related factors.
- B. Screening and preparation of parents, including teenage parents and their children, to enable such parents to participate fully in the activities, including testing, referral to necessary counseling, and other developmental and support services.

- C. Accommodation of the participant's work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in Even Start activities, such as:
- a. Scheduling and locating services to allow joint participation by parents and children;
 - b. Child care for the period that parents are involved in the Even Start program; and
 - c. Transportation to enable parents and their children to participate in the Even Start Program.
- D. High quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs.
- E. Developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs.
- F. Hiring of qualified staff and the provision of special training to staff, including childcare staff, to develop the skills necessary to work with parents and young children in the full range of instructional services. Section 1205 (5) (B) of the Even Start statute requires that:
- instructional staff paid in part or full with federal Even Start funds must have an associate's, bachelor's or graduate degree in a field related to early childhood education, elementary or secondary school education or adult education; **and**
 - if applicable, meet state certification requirements for those areas as well.

In addition, the individual responsible for administration of family literacy services must have received training in the operations of a family literacy program; **and** paraprofessionals who provide support for academic instruction must have at minimum a high school diploma. (See Appendix A: Legislative Guidance Regarding Staff Development)

- G. Provide special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;
- H. Provide integrated instructional services to participating parents and children through home-based programs
- I. Operation of the program on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months.
- J. Collaboration and coordination with relevant programs and agencies authorized under the No Child Left Behind Act (e.g. Title I, 21st Century Learning Centers, Title III English Literacy), the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and Reach Up Family Assistance (RUFA), Title I of the Workforce Investment Act, the Head Start program, and other relevant programs.
- K. Provision of an independent evaluation of the program in compliance with the mandate that Even Start Programs demonstrate that their programs and services are of high quality, that resources are used effectively, and that programs are realizing expected program and participant outcomes. Providers must measure, report, and analyze results to demonstrate continuous improvement, success of the program, and the success of participating adults and children.

- L. Use instructional programs based on scientifically based reading research for children and adults, to the extent that research is available.
- M. Encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
- N. 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.
- O. Promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes.

Eligible Entities

All Even Start programs must be implemented through a cooperative project that builds on high quality existing community resources to create a new range of services. To be eligible for Even Start funding all grantees must consist of a partnership between both of the following:

- A local educational agency (LEA)
-AND-
- A non-profit community-based organization (CBO), a public agency other than a local education agency, an institution of higher education, or a public or private non-profit organization (other than a local education agency) of demonstrated quality.

A community-based organization is defined as any public or private non-profit organization with a record of providing effective services to family literacy providers. Other possible collaborators may include: Head Start centers, parent child centers, adult education centers, family resource centers, institutions of higher education, libraries, and/or any other non-profit organization of demonstrated quality.

In order to be eligible to apply, a community-based organization or other non-profit organization must meet the following requirements: Three (3) years of continuous service and a demonstrated ability to manage fiscal responsibilities.

Collaboration

An important purpose of the Even Start Family Literacy Program is to promote collaboration between local educational agencies and community-based and other non-profit organizations in delivering unified programs for high-need children and their parents. Such collaboration is a required condition of eligibility to apply for funding in response to this RFP. The application must include documentation detailing the specific ways in which the two partner organizations will collaborate.

To be eligible for funding, the applicant must be a Local Education Agency (LEA) in partnership with a community-based organization, public agency, institution of higher education, or other non-profit organization of demonstrated quality. The applicant, if selected for funding, will serve as fiscal agency for the grant and shall be subject to all requirements set forth in this RFP and the Even Start statute.

In the initial grant application, the partners described how:

- Programs and services are integrated to meet the individual needs of all eligible family members, and are culturally relevant, and appropriately designed to accommodate disabilities.
- Instructional strategies build on the strengths of collaborating agencies and are designed to fit the context of families' lives and their individual goals.

- Collaborative efforts between public and private agencies will support the family members' educational program and goals while ensuring that services are coordinated, efficient, cost-effective, and build on existing community resources.
- Collaborative and meaningful parent involvement activities will enhance the capability of parents to nurture and advance their children's educational development.

Programs applying for continued funding must demonstrate that (1) their programs and services are of high quality; (2) resources are used efficiently and effectively; (3) they have qualified personnel to develop, administer, and implement the program; and (4) they are capable of providing access to professional development and specialized training to staff as needed.

Fiscal Information

An Even Start grant comprises a federal portion and a local contribution. The federal share may not be more than:

- 90% of the total cost of the project in Year 1
- 80% of the total cost of the project in Year 2
- 70% of the total cost of the project in Year 3
- 60% of the total cost of the project in Year 4
- 50% in all subsequent years

After successfully completing the first four-year cycle, an eligible entity may **re-compete** in the open pool for additional four-year cycles of funding. Beyond year eight programs may continue to re-compete for four year funding cycles unless advised otherwise by the Department. The amount of funding in any subsequent grant period is based on the availability of federal funds designated for this program.

Even Start funds may not be used for indirect costs and indirect costs may not be included as part of the total local share. Applicants that use an indirect cost rate for other programs or projects may not directly charge the same costs used to calculate the indirect rate for the federal or local share. The local share may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other federal sources (note: federal funds may only be used for matching on one grant). The source of the local share must be shown in detail on the applicant's funding request. Documentation must be kept on file locally verifying that the amounts from the identified sources were dedicated to Even Start.

Experience has shown that the funding required for the start up year is considerably less than subsequent years. Therefore applications may be for varying amounts according to the year of implementation. The Vermont Department of Education reserves the right to negotiate budget amounts accordingly.

No more than one (1) award may be granted for an amount less than \$75,000 in any fiscal year, unless the project is being funded for beyond year eight (8). In this instance there may be one (1) award for an amount no less than \$52,500 in any fiscal year.

Implementing a new Even Start Family Literacy project presents many challenges. Experience has shown that the average new project takes several months to be fully operational. At an applicant's request, funds may be provided for a three to six month start period during the first year of a grant period before full implementation of the project is required. During the start-up period, a project may use Even Start funds for activities such as participant recruitment, staff training and coordination of services.

Selection Process

All applications received will be reviewed to determine that the applicant meets the eligibility criteria specified above. Applicants will be selected for continued funding by evaluating the following priorities:

1. Are most likely to be successful in meeting the purposes of and effectively implementing the critical program elements of Even Start;
2. Demonstrate that the area to be served by this program has a high percentage or large number of children and families who are in need of such services as indicated by high levels of poverty, eligibility for TANF funds, demonstrated illiteracy, unemployment, limited-English proficiency, or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attending area eligible for participation in a Title I program;
3. Provide continuous educational services for children from birth through age seven for a minimum of three years;
4. Demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;
5. Include cost-effective budgets, given the scope of the application;
6. Demonstrate the applicant's ability to provide the non-Federal share required by the Even Start law; and
7. Show great promise of becoming a model that may be adopted by other local education agencies.

Monitoring of Grant Programs and Reporting Requirements

Each Even Start project will be reviewed during the full four-year project period. The review will focus on the progress of each grant recipient in meeting the conditions of the grant, the results of the program in regard to state Even Start performance indicators, (see Appendix C: Vermont State Performance Indicators), and the objectives that are stated in the approved application.

Monitoring processes and materials will be developed and implemented in FY'03. The INVEST (Information Nexus for Vermont's Even Start Teachers) will also be implemented in FY'03; local program and state reporting processes and reports will be developed to support continuous program improvement and state evaluation functions. The reviews and reports will be completed on a schedule to permit their results to be used in the determination of eligible applications for a subsequent grant period (See Appendix B: INVEST System Overview)

Evaluation of the Grant Program

Evaluation of approved projects will include review of the data collected through performance reports and financial status reports. This data will include the collection of demographic data such as numbers served and the type and scope of services provided. Applicants will also be expected to implement a local evaluation and participate in a statewide evaluation of performance indicators. The Lift Act, which reauthorized the Even Start program in December, 2000, has made significant changes to Even Start requirements for both states and local projects, especially in the area of evaluation. States are required to develop and implement performance indicators in FY2002. (See Appendix C: Vermont State Performance Indicators.)

The **performance indicators** demonstrate a significant shift in emphasis from measurement of programmatic factors (e.g., number of families served, number of hours of parent-child time offered) to measurement of specific child, parent, and family performance outcomes (e.g. measurable improvements in child's reading or reading readiness, parent's reading or language acquisition improvements as demonstrated by test score gains or completion of a GED). Additionally, the indicators must be used for rigorous and objective evaluation of the project's objectives and for continuing use of evaluation data for program improvement.

Vermont's **performance indicators** are designed to guide and direct quality services through observable participant outcomes related to family literacy. A statewide report will set the stage to use the outcomes of the performance indicators for program improvement in the 2002-3 program year. Additionally, projects will be required to arrange for a rigorous and objective local evaluation conducted by an outside evaluator that utilizes program data for continuous program improvement. Project budget requirements should reflect costs associated with this requirement, including data collection, site visits, data management, and report writing.

I. Submission Requirements

In preparing your application narrative, use one inch margins, double space, and 12 pt. font. Use only one side of the paper and number your pages. Staple through the upper left corner. Do not use folder covers or binding.

Compile the application in this order:

1. Continuation application cover sheet
2. Application Narrative (maximum 20 pages)
3. Weekly or Monthly Schedule of Program Activities
4. Budget Forms
5. Letters from Partner and Collaborating Agencies and Programs Verifying Program Match
5. Signed Assurances

Copies of this application have been sent via e-mail to all current Even Start programs. If you have questions regarding the preparation of the application, contact Wendy Ross at wross@doe.state.vt.us or 828-5148.

Please provide an original and one copy of the application. Submit the applications by May 24, 2002 to:

Wendy Ross
Vermont Department of Education
120 State Street
Montpelier, Vermont 05620-2501

**III. Continuation Application for Even Start Family Literacy Funding
Vermont Department of Education ...FY '03**

1. Applicant Agency: _____

2. Project Fiscal Agent: _____

Address: _____

Telephone: _____ Fax: _____ E-mail _____

3. Partner Agency: _____

Address: _____

Telephone: _____ Fax: _____ E-mail _____

4. Number of eligible families to be served:

5. Geographic area to be served:

6. LEA's located in service area:

7. The proposed project period of July 1, 2002 to June 30, 2003 would be year ____ in the grant cycle.

7. Funding requested for FY '03: _____ Estimated FY '02 Carryover: _____

8. Printed name and title of administrator authorized to encumber resources for the applicant:

9. Signature of same (#6): _____

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Date application received _____

Amount approved: \$ _____

Evan Start Family Literacy Coordinator

Date

Student Support Services Director

Date

IV. Application Narrative

1. Abstract

Provide a one page abstract summarizing program design and program services for FY '03.

2. Goals and Objectives of Program

Refer to the program objectives in your original application. Will the program's objectives remain the same for FY '03? List program objectives that will be revised, describe any revisions and explain why the changes are necessary.

3. Program Description

Identify the continuous program improvement recommendations in your 2000-2001 local program evaluation report and describe how your program description has responded to these recommendations.

Address **changes** in your program description in the following areas:

- a. Describe any anticipated changes in the communities or target populations that the program will serve. Include information on the number of families that will be recruited for participation in Even Start. Describe the methods to be used to identify and recruit participants. Describe plans to improve retention of families in order to obtain families goals.
- b. Describe any changes in the procedures to be used in the screening and preparation of parents and children for participation in the Even Start Family Literacy Program.
- c. Describe any changes in regard to how the services will accommodate the participants' work and other responsibilities including such elements as scheduling and location of services, child care, and transportation;
- d. Describe any changes in the provision of high quality instructional services provided in adult education, parenting education, early childhood education and parent and child interaction. Discuss any changes in the implementation of scientifically based reading research as a foundation for providing literacy services to adults and children.
- e. Identify new strategies implemented to increase the intensity of instructional services for adult education, early childhood education and parenting education.
- f. Describe any changes to prepare children for success in the regular school program.
- g. Describe any changes in the provision of home based instructional services and how these services will be integrated into broader instructional services. Identify how these services will be monitored.
- h. Describe changes in program operations during the summer months, including instruction and enrichment services. Identify the agency or program that will provide such services.
- i. Identify any changes in the plan for the management of the program, including day-to-day management and key staff.

- j. Describe any changes related to the integration of component services, including co-location of services, cross discipline professional development, joint planning and curriculum development.
- k. Identify changes in collaboration and coordination of services and resources, including Title I and LEA programs, 21st Century, Head Start, and other programs and resources.

Provide a weekly or monthly schedule of program activities, including home based instructional services.

4. Staffing and Professional Development

Describe the staffing plan for the project. Describe program needs in the area of staff credentials as a result of the new legislative requirements. (See Appendix A: Legislative Guidance on Professional Development)

Describe how professional development opportunities were planned and provided for staff (including childcare staff) to improve services in family literacy, adult education, parenting education, and support and quality early childhood programs.

Describe your professional development plan for FY '03.

5. Local Evaluation/Continuous Program Improvement

Describe the plan for a rigorous and objective independent local evaluation based, at a minimum, on the performance indicators, and how the evaluation information will be used for continuous program improvement.

Local evaluation reports should include at minimum the following components:

- Program Information/Evaluator Information
- Summary of On Site Visits by Program Evaluator
- Description of Program Services (including scheduling and location), including measurement of the program's effectiveness in providing:
 - Services to targeted populations;
 - Adult education services;
 - Parenting education;
 - Home-based programs involving parents and children;
 - Coordination with related programs; and
 - Training of related personnel in appropriate skill areas.
- Descriptive Data on the Population Served
- Program Goals and Objectives, including how they are measured and if they were met
- Data on Meeting Even Start Program Quality Standards
- Data on Meeting State Indicators
- Family Success Story
- Summary of Finding: A short list of program challenges and successes
- Recommendations

Included in the plan should be a discussion of the measures, assessment instruments, responsible parties, and how the results will be used to improve future Even Start activities.

Preliminary evaluation recommendations are due on April 1 to be incorporated into the continuation application. Final local program evaluation reports are due by July 30, 2003 and should be submitted to the local Even Start program staff and the Vermont Department of Education. The local evaluation report should be presented to local partner organizations and collaborating agencies and programs, including LEA staff (superintendent, principals, Title I coordinators, home school coordinators, other staff as appropriate).

6. FY '03 Budget and Program Match

Prepare a FY'03 budget for Even Start expenditures and program match using the following two budget forms. The budget should relate back to the program description and identify matching and in-kind resources to implement and sustain the goals and objectives of the program. The proposed budget should be consistent with the proposed activities, cost effective, and include the appropriate local share of the total project cost. The budget should provide the level of intensity of services for the proposed number of participants to be served.

Please include a signed letter from each partner and collaborating agency that describes the services or resources committed to the Even Start program and the value of those services. Make sure that the letter includes a signature from the executive director, principal, superintendent, or other program staff who are in a position to commit these resources.

Even Start Family Literacy Program: July 1, 2002 – June 30, 2003

Budget Summary: Even Start Federal Dollars

Category	Description of Expenditures	Proposed Amount
Salaries Professional Staff Support Staff		
Total		
Employee Benefits/ Payroll Taxes		
Total		
Purchased/ Contracted Services		
Total		
Supplies and Materials		
Travel Expenses		
Total		
Equipment (\$100+ & over 1 year life-span)		
Total		
TOTAL FEDERAL SHARE		
TOTAL EVEN START BUDGET		
PERCENT OF TOTAL BUDGET		

Even Start Family Literacy Program: July 1, 2002 – June 30, 2003

Budget Summary: Even Start Local In-Kind Match

Category	Description of In-kind or cash contributions (Include funding source and service)	Proposed Amount
Salaries Professional Staff Support Staff		
Total		
Employee Benefits/ Payroll Taxes		
Total		
Purchased/ Contracted Services		
Total		
Supplies and Materials		
Travel Expenses		
Total		
Equipment (\$100+ & over 1 year life-span)		
Total		
TOTAL LOCAL SHARE		
TOTAL EVEN START BUDGET		
PERCENT OF TOTAL BUDGET		

V. Assurances

Please read all assurances carefully. One copy must have the ORIGINAL signature of the Chief Administrative Officer for each partner. To be eligible for Even Start funds, the Chief Administrative Officer must attest to compliance with all the statements below.

1. Equal Access and Non-Discrimination -

The State of Vermont Department of Education is committed to ensuring that all of its programs and facilities are accessible to all members of the public and that all activities and programs are non-discriminatory in design, application and performance.

All vendors, grant applicants or service providers, in seeking Department of Education approval must provide assurances that all activities and programs will be located in accessible facilities and that necessary accommodations will be made to encourage the participation of people with handicaps and disabilities. In addition all entities seeking approval of or doing business with the Department of Education must provide assurances that they do not discriminate on the basis of race, creed, color, national origin, gender, age, handicapping condition, and/or disability or sexual orientation.

2. The applicant will keep such records and provide such information to the State Education Agency as reasonably may be required for fiscal audit and program evaluation, consistent with the responsibilities of the State agency.

3. The applicant will control funds to be used only for activities and items authorized by the respective statutes and outlined in the approved application. Title to materials and equipment obtained with these funds will be retained by the applicant.

4. The applicant will maintain records for three (3) years after the completion of the project.

On behalf of the applicant agency, I hereby apply for a Grant of Federal funds to provide educational activities and services as set forth in this application. I hereby certify that the information contained in this application is correct and in total compliance with appropriate federal laws and regulations.

Local Education Agency:

Type/Print Superintendent's Name

Signature

Date

Applicant/Partner Organization:

Type/Print Executive Director

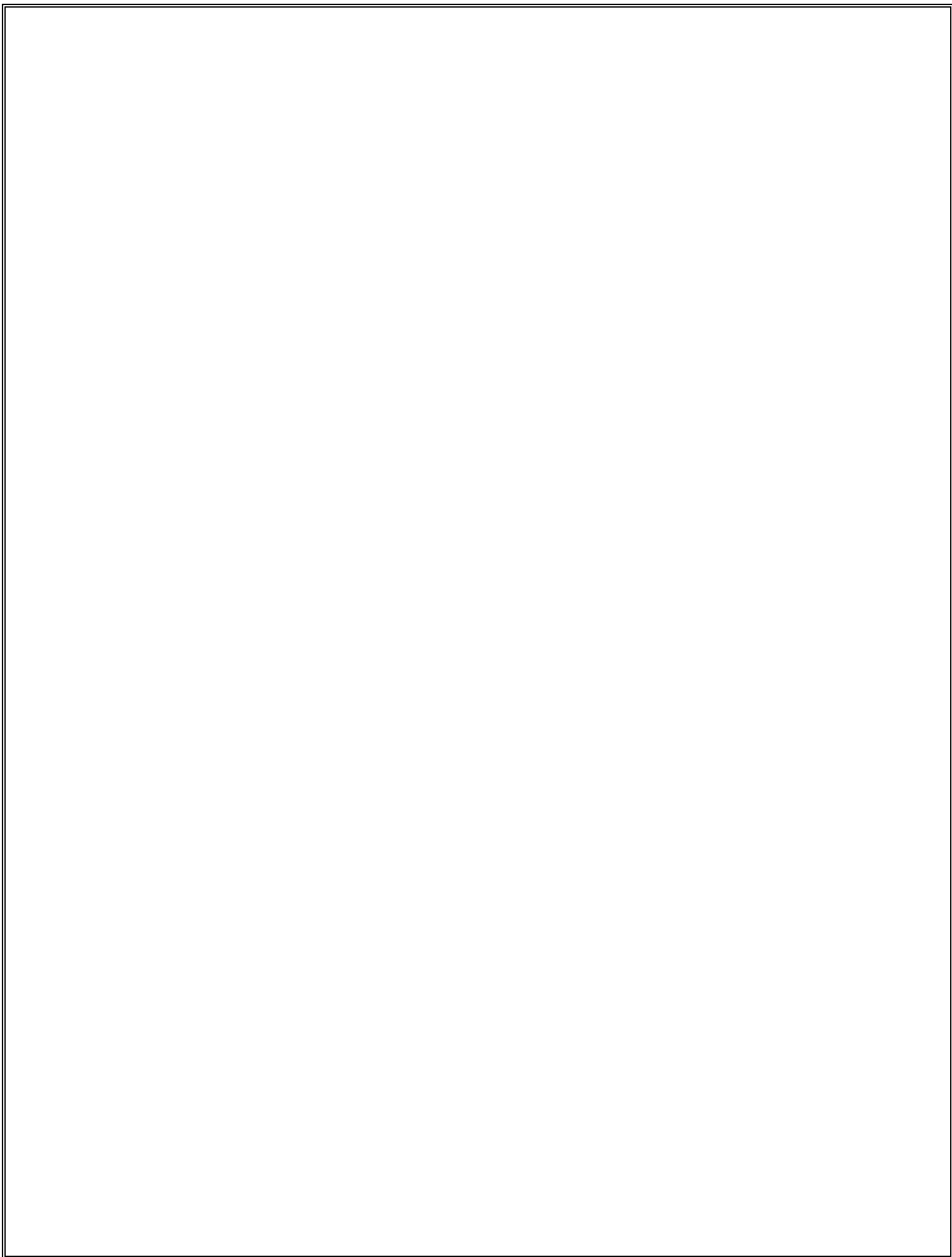
Signature

Date

Type/Print Executive Director

Signature

Date



Appendices

Appendix A: Legislative Guidance Regarding Professional Development

**Appendix B: Information System for Vermont Even Start Teachers
(INVEST) System Overview**

Appendix C: Vermont State Performance Indicators

**Appendix D: Title I, Part B, Subpart 3: The William F. Goodling Even Start
Family Literacy Program**

Appendix A

Legislative Guidance Regarding Professional Development THE EVEN START FAMILY LITERACY PROGRAMS STATUTE, AS OF DECEMBER 31, 2000, INCLUDING AMENDMENTS MADE BY THE LITERACY INVOLVES FAMILIES TOGETHER (LIFT) ACT, AS ENACTED BY P.L. 106-554, THE CONSOLIDATED APPROPRIATIONS ACT, 2001

Section 1205. [20 U.S.C. 6365] Program Elements Related to Professional Development

(5) with respect to the qualification of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided under this part, ensure that—

(A) not later than 4 years after the date of the enactment of the Literacy Involves Families Together Act—

(i) a majority of the individuals providing academic instruction—

(I) shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and

(II) if applicable, shall meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

(ii) the individual responsible for administration of family literacy services under this part has received training in the operation of a family literacy program; and

(iii) paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent; and

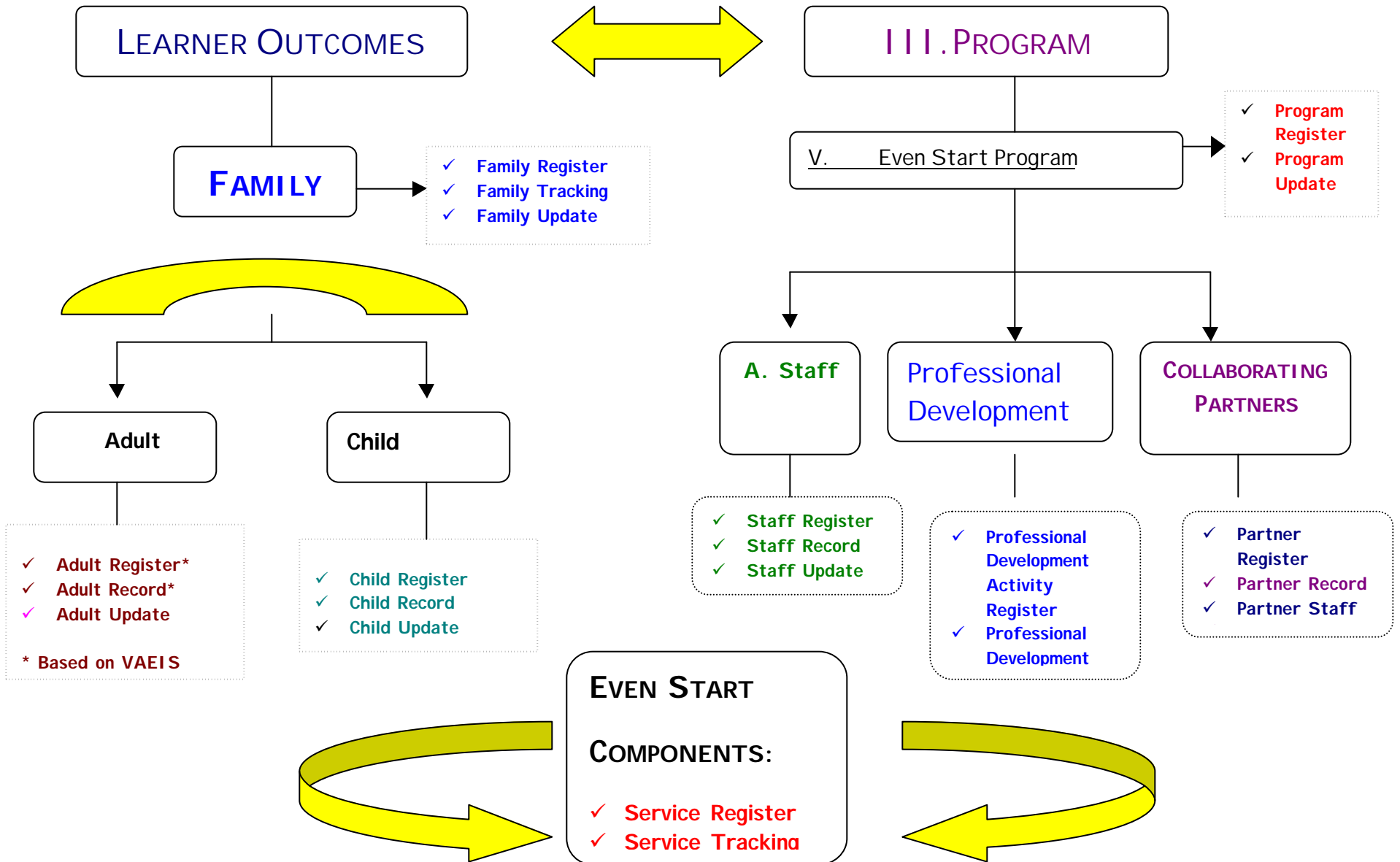
(B) beginning on the date of the enactment of the Literacy Involves Families Together Act, all new personnel hired to provide academic instruction—

(i) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and

(ii) if applicable, meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

(6) include special training of staff, including childcare staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this part.

INVEST: System Overview



Appendix C: Vermont State Performance Indicators: May, 2002

Adult Indicators

1. After 100 hours of adult education instruction, 30% of adult program participants assessed at NRS levels 2-5 in reading, writing, math, and problem solving or English Language acquisition, will achieve a one NRS level gain in reading, writing, math and problem solving, or English Language acquisition, as measured by a state-approved assessment instrument.
2. After 100 hours of adult education instruction, 25% of adult program participants assessed at NRS level one in reading, writing, math, and problem solving (Beginning ABE), or English Language acquisition (Beginning ESL Literacy), will achieve a one NRS level gain in reading, writing, math and problem solving, or English Language acquisition, as measured by a state-approved assessment instrument.
3. Within the program year, 20% of the adults who have a goal of 1) entering post secondary education, 2) entering job training, 3) obtaining employment and/or 4) career advancement, and who have attended the program for at least 12 hours, will achieve that goal.
4. Among adult program participants assessed at NRS levels 5 and 6 in all subject areas, and who have attended the program for at least 12 hours, 50% will obtain a secondary school credential within two years of their involvement with the program

Child Indicators

1. Of the second grade children whose families have participated in the program for at least two years, the percentage who meet or exceed the standard for reading accuracy and comprehension as measured by the Vermont Developmental Reading Assessment (DRA) will be equal to, or greater than the median on this same measure of the supervisory unions served by Vermont's comprehensive family literacy programs.
2. Based on assessments conducted in the six months prior to entering kindergarten, among children who have received at least 200 early childhood instructional hours and whose families have participated in the program for at least two years, 65% will score in or above the age-appropriate target range for reading readiness and phonological awareness as measured by the Screening for Early Reading Processes (SERP), Parts 1, 2 and 3.
3. Among four year old children who have received at least 200 early childhood instructional hours and whose families have participated in the program for at least two years, 65% will progress at a normal or higher rate than that established by the validation study of the Language and Literacy subscales of the Child Observation Record (COR), as measured by pre- and post-assessments at ages 3 and 4 respectively.
4. Children enrolled in grades K-3 whose families have participated in the program for at least one full year will have attended school at a same or better rate than the average for their school buildings, as reported by their schools.
5. Among children enrolled in grades K-3 whose families have participated in the program for at least one full year, 90% will be promoted to the next grade as reported by the children's schools

Appendix D: Even Start Legislation

(Included in application packet)

Also available on the website: <http://www.ed.gov/legislation/ESEA02/pg6.html>