



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Competitive Grants

Bureau / Office	K-12 Education, Bureau of Instructional Support and Community Services (BISCS), in conjunction with the Florida Partnership for School Readiness
Title	William F. Goodling Even Start Family Literacy Program (New Projects)
Specific Funding Authorities	Federal: Part B of Title I of the Elementary and Secondary Education Act (ESEA) authorized in 1988 and reauthorized under the “No Child Left Behind Act of 2001” Public Law 107-110 and The Literacy Involves Families Together (LIFT) Act as entered by Public Law 106-554, CFDA #84.231C.
Funding Purpose	<p>New Even Start projects will be initiated to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families in Florida.</p> <p>Funded projects will</p> <ul style="list-style-type: none">• develop a program designed to integrate early childhood education, adult literacy or adult basic education, and parenting education into a unified Family Literacy program;• establish a program that shall be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;• promote the academic achievement of children and adults;• assist children and adults from low-income families to achieve challenging State content standards and State student achievement standards; and• use instructional programs based on scientifically based reading research which addresses the prevention of reading difficulties for children and adults; to the extent such research is available.
Funding Priorities	Priority will be given to proposals designed to serve districts that are not currently being served by an Even Start project, proposals that come from local school readiness coalitions, and new proposals designed to serve populations or areas not currently served within districts that have Even Start programs.
Support for Reading Initiative	All applicants must address how the project will support Just Read, Florida! and the Early Reading First Programs. See narrative requirements, referenced in Section V, and the corresponding scoring criteria.
Dissemination and Marketing Plan	All applicants must address how information about the project will be disseminated and marketed to the appropriate populations. See narrative requirements, referenced in Section IV, and the corresponding scoring criteria.
Reporting Outcomes	<p><u>By June 30, 2004</u>, the project will submit a brief report describing progress on implementing objectives of the project.</p> <p><u>By December 30, 2004</u>, or no later than 90 days after the end of the program year, projects must submit a third party evaluation, which at a minimum shall describe the program and the context in which the program has been developed and operates; includes the project’s</p>

progress in meeting the 17 outcomes as measured in the 2003-04 State of Florida's Even Start Standards and Performance Indicators of Program Quality (Appendix F); identifies outcomes and measures that go beyond required state indicators of program quality; and provides recommendations for program improvement that are grounded in data about outcomes.

Quarterly reports generated by Literacy Pro data collection software shall be submitted to the Even Start Office within the Florida Partnership for School Readiness. These reports will include information on numbers of participants, assessments of children and adult participants, and hours of participation in the four core components of Even Start (adult education, early childhood, parenting education, and parent and child interaction activities).

Target Population

Eligible participants are

- (1) a parent or parents who are
 - (a) eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or
 - (b) within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this part, or attending secondary school; and
- (2) the child or children, from birth through age seven, of any individual described in paragraph (1).

Eligible Applicants

Florida school districts, public universities, community colleges, and other state agencies are referred to as public entities throughout the rest of this document. Private schools, private universities and colleges, nonprofit, community, or faith based organizations, private school readiness coalitions (incorporated as 501(3)(c) agencies), and other non-public agencies and are referred to as private entities throughout the rest of this document. School district applicants must have a co-applicant (partner). Non-school district applicants must partner with a Local Educational Agency (LEA).

Total Funding Amount

Up to \$6,000,000 will be made available for new projects.

Range of Awards

Awards will be a minimum of \$75,000 and a maximum of \$500,000. The average award for a project is between \$200,000 and \$300,000.

Program / Budget Period

April 1, 2004 through September 30, 2004

Additional Years of Funding, if Known to be Available

Projects may be continued for up to a four-year period, contingent upon the availability of federal funds designated for this program, completion of a continuation application, and adequate performance based on the performance indicators and monitoring review.

Funding Method

Federal Cash Advance for Public Entities: Requests for federal cash advances must be made on the electronic Federal Cash Advance Request System. Expenditures for projects funded by federal cash advance should be reported as they occur until the 20th of each month using the On-Line Disbursement Reporting System.

Reimbursement for Private Entities: Reimbursements will be made upon receipt of a DOE 399, Project Disbursement Report, by the 20th of the month following the month of disbursement from each agency receiving these federal funds.

Local Match

A recipient of funds under subpart (b)(1) of Section 1234 of the ESEA must provide the remaining cost of a project in cash or in kind, fairly evaluated, and may be obtained from any source, including other federal funds under this act.

The amount of local share in the first year of the local project's grant award period must be at least 10% of the TOTAL COST of the project. In the second year of federal funding, the project must provide at least 20% of the total cost of the second-year budget; in the third year, at least 30% of the third-year total budget; in the fourth year, at least 40% of the fourth-year budget; in the fifth through the eighth year, at least 50% of each year's total budget, and in each subsequent year, at least 65% of each subsequent year's total budget. An Even Start project may only use allowable costs to satisfy the project's local share (See EDGAR, section 80.24 and OMB Circulars, A-87 for State Organizations and School Districts; EDGAR, section 74.23, A-21 for Institutions of Higher Education; and A-122 for nonprofit agencies).

Application Due Date

Proposals must be received by the Florida Department of Education (DOE) by the close of business day, **March 1, 2004**. This date refers to receipt by DOE and not a postmarked date. Facsimile (faxed) copies or electronic mail (e-mail) proposals will not be accepted.

Notice of Intent to Apply

The deadline date to notify the contact person of intent-to-apply is **January 23, 2004**. Send the notification by e-mail to lilli.copp@schoolreadiness.org; and include an e-mail address. Providing the intent-to-apply is not required for a proposal to be considered, but assists the applicant by assuring receipt of answers to frequently asked questions and competition updates. Conversely, eligible organizations that file an intent-to-apply are not required to apply.

Contact Person

Florida Partnership for School Readiness, Even Start Office:

Lilli Copp, 904/ 794-9112, E-mail: lilli.copp@schoolreadiness.org; or Natalie Katsaris, 850/ 922-4408, E-mail: natalie.katsaris@schoolreadiness.org

Florida Department of Education:

Cathy Bishop, 850/ 245-0478, E-mail: Cathy.Bishop@fldoe.org; or Kay Arnold Caster, 850/ 245-0479; E-mail: Kay.Caster@fldoe.org

Delivery Address

Bureau of Grants Management, Unit C
Florida Department of Education
325 West Gaines Street
Turlington Building, Room 325
Tallahassee, Florida 32399-0400
(850) 245-0498

Conditions for Acceptance

To be accepted for consideration, all proposals submitted by the proposal due date must include the following information. It is recommended that applicants prepare the proposal in the same order as presented below.

Forms

The DOE forms 100B, 103, and 103A can be accessed on-line at <http://www.firn.edu/doe/comptroller/gbook.htm>.

- Project Application Form (DOE 100B) with the appropriate original signature. If the signature on the DOE 100B is other than the agency head, a letter authorizing that individual to sign must be attached. If it is not possible to obtain board approval prior to the due date, please submit the proposal according to the timelines written herein. Notification of board approval must be received before the notification of grant award can be finalized. The original signature of the agency head, or authorized designee, on the DOE 100B is still required in this circumstance. Under item D of the DOE 100B, indicate the total amount requested from Even Start and the total amount of matching contributions reported.

- Budget Description Form (DOE 103) must be completed separately for the Even Start funds requested and the matching funds reported.
- Personnel Schedule Form (DOE 103A) must be completed for all position types, including Other Personnel Services, for personnel employed on a regular or temporary basis. Provide a separate DOE 103A to reflect funded positions by the Even Start funds requested and also the matching funds reported.
- Additional Assurances – All Projects should have the name of the fiscal agency submitting the proposal labeled at the top of the page. This page specifies the applicant's adherence to additional project requirements and adherence is subject to monitoring by the DOE/BISCS. These assurances must be submitted without modification as part of the completed application document. Applications submitted without this page will not be recommended for funding.
- Additional Assurances – Even Start Projects (New) should have the name of the fiscal agency submitting the proposal labeled at the top of the page. This page specifies the applicant's adherence to additional Even Start requirements and adherence is subject to monitoring by the DOE/BISCS. These assurances must be submitted without modification as part of the completed application document. Applications submitted without this page will not be recommended for funding.

Narrative

- Narrative addressing all components described in Sections I – VII

Attachments

- Local School Readiness Coalition Letter of Support
- Appendices A through F

Additional Requirements for All Private Entities:

- General Terms, Assurances, and Conditions for Participation in Federal and State Programs certification page with original signature of the agency head.
- List of current Board of Directors and Articles of Incorporation
- Copy of current operating budget (nonprofit organizations)
- Copy of current audit report, if available (nonprofit organizations)

**General Terms,
Assurances and
Conditions for
Participation in
Federal and State
Programs**

The DOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

To receive funding, applicants must have on file with the DOE, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text of may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>.

Technical / Format Requirements

Narrative Requirements

Public Entities

The certification of adherence filed with the DOE Comptroller’s Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this proposal.

Private Entities

In order to complete requirements for funding, applicants must submit the certification page signed by the agency head certifying applicant adherence to the general terms, assurances, and conditions. These agencies must also submit copies of the organization’s current budget, a list of its board of directors, and if available, a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. These items must be submitted prior to the issuance of a project award.

One (1) original proposal with signature of the agency head and three (3) copies. It is recommended that the signature be made in an ink color other than black. The original may be stapled, but no other binding will be acceptable. There is a 20 page maximum for the narrative. Forms, attachments, and appendices are not included in this 20 page maximum. The project narrative should be prepared using a 12-point font size, 1” margins, and single-sided typed 8.5 x 11-inch sized pages. Failure to meet the format requirements may result in point deductions. In responding to the RFP, follow the order suggested by the narrative format.

I. Abstract

Complete Appendix A to describe briefly the major components of the program design and place in order with the appendices. The abstract should not to exceed one page.

II. Organization’s Background

Describe the background, purpose, experience, and success with regard to operating family literacy programs of the applicant’s organization and partners. Describe how the project will relate to the organization’s mission and the significant benefits that will occur as a result of this project. The applicant should describe how the organization intends to administer and implement the Even Start program.

III. Demographic, Target Population, and Statement of Need (Complete Appendix B for description and place in order with Appendices)

Provide a narrative description and complete Appendix B to provide a demographic description of the community and the target population to be served through this grant. Demonstrate that the area to be served has a high percentage or large number of children and parents in need of Even Start Family Literacy services as indicated by high levels of poverty, 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 attendance area eligible for participation in programs under Title I.

Show the unavailability of comprehensive family literacy services for the target population in the area to be served.

If similar programs serve the same population, applicants may provide evidence of waiting lists or other indicators showing that local demand exceeds the ability of existing programs to meet the needs of the community. In districts where an Even Start program already exists, describe

- how this program will serve a different target population or area;

- why the target population is unable to participate in the existing project; and
- how the proposed program will work with the existing Even Start project.

IV. Plan of Operation

The plan of operation must describe the proposed local program's objectives, strategies to meet these objectives, and how their objectives are consistent with the State's program indicators. The applicant must describe how the plan of operation provides for rigorous and objective evaluation of the progress toward the program objectives and for continuing use of evaluation data for program improvement. The plan should detail the extent to which the proposed program will improve 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. Responses must address all of the following elements:

- a. How the four components of Even Start and home visits will be provided. Include clear, attainable, and measurable objectives and strategies against which the progress and success of the project will be measured.
- b. Strategies for identification, recruitment, and screening of families most in need of services provided by an Even Start Family Literacy program, as indicated by high levels of poverty, illiteracy, unemployment, limited English language proficiency, and other need-related indicators. Screening should include testing and referral to necessary counseling and other developmental support and related services to enable such parents to participate fully in the activities and services provided. Describe how information will be disseminated and marketed to appropriate populations.

Local projects can serve teen parents, regardless of age, so long as the teen parent is attending secondary school. If the teen parent is not attending secondary school, the teen parent still is eligible if (1) the parent is within the State's compulsory school attendance age range and a local educational agency provides or ensures the availability of the teen's basic educational component; or (2) the teen is older than the compulsory school attendance age range and is eligible for services under the Adult Education and Family Literacy Act.

Local projects may allow children over the age of seven to participate in program services if the local project collaborates with a program under Title I, Part A of the ESEA, and Title I Part A funds and contribute to the cost of providing Even Start program services to those children, as long as the focus of the program is on families with young children.

- c. Design of appropriate activities, support services (when unavailable from other sources), and timelines to achieve each stated objective that are appropriate for the participant's work schedule and other responsibilities. Include strategies that will be implemented to enable families to participate fully in all of the activities and services long enough in the program to achieve learning gains and family goals. Include the integration of services that meet the individual needs of all students, children, and adults, which are culturally relevant, designed to accommodate persons with disabilities, and are supportive of non-traditional roles. Services should
 - focus on the child's development and emerging language and literacy skills;
 - provide early childhood services for at least a three-year age range, which may begin at birth;
 - locate and schedule services that allow joint participation by children and

parents;

- include developmentally appropriate early childhood education for the period of time parents are involved in the program; and
 - provide transportation, when necessary, to enable parents and children to participate in the program.
- d. Designate responsibilities to specific personnel who are qualified to implement the project and provide the professional development necessary to enable staff, including early childhood staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered. (See Section VI, Management/Administration/Personnel, for additional information).
- e. How the project will use sound research in the area of family literacy, early childhood education, adult literacy, and parenting education. *Local projects must use instructional programs based on scientifically based reading research as defined in the Reading Excellence Act (REA) for children and adults, to the extent the research is available.*
- f. High-quality intensive instructional activities that promote adult literacy, empower parents to support the educational growth of their children, develop appropriate early childhood educational services, and prepare children for success in regular school programs. *Local projects must include reading readiness activities for preschool children that are based on scientifically based reading research (as defined in the REA in section 2252 of the ESEA), to the extent available, to ensure children enter school ready to learn to read.*
- g. All new Even Start projects will complete the process and achieve accreditation by the National Association for the Education of Young Children (NAEYC) by June 30, 2008.
- h. Continuity of services to maintain progress and operation on a year-round basis. *Local projects must promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes. Local projects must provide both enrichment and instructional services during the summer months.*
- i. A description of the specific family literacy model that supports the applicability of the model to the local site, and a detailed description of how the model will be implemented. Reference the research, including qualitative data, supporting the program model's effectiveness for the targeted population.
- j. Justification that the proposed program design is of sufficient intensity to create a substantial impact on the family. *The federal Government Evaluation Performance & Results Act (GEPR) recommends 60 hours of adult education, 60 hours of early childhood and 20 hours of parenting (Parenting and PACT) per month. The Sufficient Intensity and Duration Information Form detailing the proposed program schedule, Appendix C, must be completed.*

V. Cooperation, Coordination, and Collaboration

Coordination must exist with programs funded under the Elementary and Secondary Education Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act of 1998, Head Start, Stewart B. McKinney Homeless Assistance Act, volunteer literacy, and other relevant programs.

Describe how the partnership will build on the existing services of the community to

develop a new range of services to families most in need in terms of poverty and illiteracy. Responses must include the following:

- Evidence that firm agreements have been secured from various providers for specific cooperative functions. They should include specific information delineating the roles and responsibilities to be carried out by the collaborating agency(ies).
 - Evidence that the plan of operation includes specific provision for additional cooperative efforts with other service providers throughout the duration of the project, including the transition of children from Even Start into other programs, and adults into job training, employment, or higher education.
 - Evidence that services offered by the applicant will build upon, and not duplicate, those being provided to project participants or other service providers.
 - Evidence of how the project will support Just Read, Florida! and federally funded Early Reading First grantees.
 - Signed Inter-agency Collaboration Letters of Agreement (Appendix D).
 - Completed Even Start Family Literacy Co-Applicant form (Appendix E).
 - Attached letter of support from the local School Readiness Coalition.

VI. Management/Administration/Personnel

Include a statement that the applicant's organization shall have complete management and control of the grant. Describe how the project will be managed in order to achieve stated objectives. Include an effective plan to ensure proper and efficient administration of the project and the integration of instructional services. *The program must include the provision and monitoring of integrated instructional services to participating parents and children through a regular home-visitation program.* Include all cooperating agencies or institutions that are providing services.

For staff paid with Even Start funds, identify project staff and the duties for each position. Describe the qualifications of each staff member and the percentage of time each staff member will devote to this project. If staff members have not been identified, describe qualifications and time by position. If you will be using volunteers, describe their roles. Also, provide the same information about staff provided with matching funds with the name of the organization that will provide the staff (i.e. Title I, Head Start).

VII. Budget Justification

Indicate how funds are assigned and how expenditures relate to the project goals and objectives. The costs must be reasonable in relationship to the expected outcomes. The applicant must describe how the project will access currently available resources. The budget must provide sufficient information to support the requested amount of funds. Provide a plan for accessing additional matching funds to sustain the project in future years as matching requirements increase.

Frequently asked questions, changes in dates, clarifications or addenda to the RFP will be conveyed via e-mail to the e-mail addresses and designated recipients filing a notice of Intent-to-Apply. A teleconference will also be convened to answer technical questions. The cut-off date for new questions to be answered is February 20, 2004.

**Method of Answering
Frequently Asked
Questions or
Providing Changes or
Addenda**

Method of Selection

The Florida Partnership for School Readiness will establish a review panel, minimally

Implementation Requirements

comprised of

- an early childhood professional;
- an adult education professional; and
- an individual with expertise in family literacy programs.

All proposals received by the due date will be evaluated according to the federal selection criteria specified in 34 CFR 212.21. Proposals will be scored based on the maximum possible points for each section. The total number of points attainable is 100. In order to receive funding, a proposal must attain a minimum of 70% of the available points, or 70.

Project Evaluation

Funded projects are required to participate in a national evaluation (if selected as part of the sample) in order to identify promising practices and models for replication and research information.

Funded projects will be required to purchase and implement Literacy Pro Systems' FamilyPro v2.9 Software, or a similar data management and reporting software that may be required by the Florida Partnership for School Readiness, to collect, manage, and report program data to the State's Even Start office. An IBM compatible computer, with zip or compact disc drive, is required. Individual software, training, and annual maintenance to support one program site is estimated to cost \$10,500.

Funded projects must conduct a third party evaluation and describe how they will measure the program's progress and effectiveness in achieving its stated objectives. Each applicant should budget for evaluation activities. Even Start legislation mandates an independent, annual, outcome-oriented evaluation of local Even Start programs. As a result, all Even Start grants should allow sufficient funds (from 6% to 10% of the total budget) for the project to cooperate with the state data collection and to conduct an independent local evaluation.

The evaluation plan should

- list goals and objectives for the local program;
- describe how the local goals and objectives will be measured;
- measure the effectiveness of all program component outcomes;
- analyze data collected from using the FamilyPro data collection and reporting system;
- indicate how program data will be used to plan for continuous improvement; and
- include the 2003-2004 State of Florida Even Start Performance Indicators of Program Quality.

Projects must select and work with an evaluator within the first four months of operation.

Evaluation reports must be submitted by **December 30, 2004** to:

Lilli J. Copp, Office of the Even Start State Coordinator
Florida Partnership for School Readiness
600 South Calhoun Street
Holland Building, Suite 251
P.O. Box 7416
Tallahassee, FL 32314-7416

Training

Local Even Start project managers and staff shall be required to attend the following state meetings:

- Project managers must attend the annual Florida Even Start coordinators training meeting and Literacy Pro data collection training.
- Program staff must attend the annual state-sponsored Even Start Staff Development Institute and any Even Start regional staff training.
- Projects must send the project manager and at least one other staff member to the Literacy Pro data collection training.

Additionally, third party evaluators are encouraged to attend specific evaluator's training as offered.

Certifications

All instructional staff must 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 if applicable, meet State qualifications 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.

By December 2004, the individual responsible for local project administration must receive training in the operation of a family literacy program.

By December 2004, paraprofessionals who provide support for academic instruction must have a high school diploma or its recognized equivalent. They must also participate in 12 hours of professional development related to their position on an annual basis.

Fiscal Requirements

All funded projects and any amendments are subject to the procedures outlined in the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) and the *General Assurances for Participation in Federal and State Programs*. The Green Book may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>.

The federal share requested must not exceed more than 90% of the total cost of the program in the first year the applicant receives Even Start Family Literacy funds.

Indirect cost cannot be charged to a local Even Start project. This includes Even Start funds and the required match.

The project recipient must submit a complete DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Required Attachments

DOE 100B – Project Application Form

DOE 103 – Budget Description Form

DOE 103A – Personnel Schedule

Additional Assurances – All Projects

Additional Assurances – Even Start Projects (new)

Appendix A – Abstract Page Format

Appendix B – Demographic Information

Appendix C – Sufficient Intensity and Duration Information Proposed Even Start Program

Services and Schedule

Appendix D – Interagency Collaboration Letter of Agreement

Appendix E – Co-Applicant Signature Form

Appendix F – Appendix F – State of Florida Even Start Performance Indicators of Program Quality

School Readiness Coalition Letter of Support

Scoring Criteria

The scoring criteria for each section of the project narrative are described below. The reviewer will score each section based on the maximum possible points for each section. The total number of points attainable is 100. To receive funding, a proposal must attain a minimum of 70 points.

I. Project Abstract (Maximum Score – 1)

The abstract clearly summarizes objectives and concisely describes overall plan design.

II. Organization’s Background (Maximum Score – 5)

The organization’s mission and background is consistent with the objectives of an Even Start Family literacy program.

The proposed administration of an Even Start project supports the objectives of Even Start.

III. Demographic, Target Population, and Statement of Need (Maximum Score – 9)

Community reflects a high percentage of families needing services and reflects target population.

The narrative description cites statistics on poverty rates, literacy rates, unemployment, and rates of limited English proficiency.

Evidence is provided that demonstrates a lack of comprehensive literacy services or there is evidence of waiting lists or other indicators for an area where services currently exist.

Where Even Start projects exist, proposal addresses a distinct population group, describes gaps in services for this group, and identifies how the new project will work with the existing Even Start projects.

IV. Plan of Operation (Maximum Score – 55 Total)

a. Implementation of Components (Maximum Score – 10)

Clearly describes how the four components will be implemented.

Includes strategies to improve family literacy with measurable outcomes.

b. Recruitment, Dissemination, and Marketing (Maximum Score – 5)

Indicates strategies for identifying, recruiting, and screening families most in need for other support services.

Describes a marketing strategy to disseminate information to those most in need.

c. Design for Activities (Maximum Score – 8)

Demonstrates a strategy for support services and timelines to enable full time participation for families to achieve goals and gains.

Describes an integrated services plan that focuses on child literacy development, provides early childhood services for at least a three-year age range, allows a schedule for joint participation by parents and children, includes developmentally appropriate early childhood education, and provides transportation.

d. Staffing Structure (Maximum Score – 4)

Organizational staffing structure supports implementation of the four components of the project and provides plans for professional development of staff for the full range of services offered.

e. Research-Based Family Literacy (Maximum Score – 6)

Cites use of appropriate scientifically research based reading instructional program and curriculum for family literacy.

Includes curriculum for early childhood, adult, and parenting education.

f. Instructional Activities (Maximum Score – 5)

Describes scientifically research based, intensive, and instructional activities that promote adult literacy and lead to the empowerment of parents.

Creates a plan that promotes research based, and developmentally appropriate activities that will lead to NAEYC accreditation within the required timeframe.

g. Year Round Services (Maximum Score – 5)

Describes a plan that includes activities for all participants that ensures retention and improves educational outcomes.

h. Family Literacy Model (Maximum Score – 6)

Describes a specific family literacy model and how it will be implemented.

Plan includes specific qualitative data on the model's effectiveness.

i. Intensity and Duration of Services (Maximum Score – 6)

Appendix C is complete and comprehensive.

Describes a program model for family literacy that provides a schedule for the recommended number of hours of instruction in early childhood, adult, and parenting education.

V. Cooperation, Coordination, and Collaboration (Maximum Score – 10)

Demonstrates that the project builds on existing services.

Includes evidence of firm agreements, roles, and responsibilities that are clearly delineated.

Outlines a transition plan for children to move from the early childhood program to public school.

Clearly describes how the project will support and link to Just Read, Florida! and

federally funded Early Reading First grantees.

Delineates the degree of agency and program collaboration and coordination initiated and proposed in order to create and implement the Even Start Family Literacy project.

VI. Management/Administration/Personnel (Maximum Score – 10)

Describes a management structure that supports the integration of instructional services and stated objectives.

Develops a system for program monitoring including all cooperating agencies and institutions providing services.

Descriptions of staff positions and qualifications include the percentage of time devoted to the project.

Proposed plan describes how home visiting will be implemented for effective instruction.

VII. Budget (Maximum Score – 10)

Expenditures are reasonable and consistent with outcomes.

Plan delineates how matching funds will be accessed to sustain the project in future years as matching requirements increase.

Project describes a system to record matching funds.

Attachments to the RFP

Project Application Form (DOE 100B) and Instructions

Budget Description Form (DOE 103) and Instructions

Personnel Schedule (DOE 103A) and Instructions

Additional Assurances – All Projects

Additional Assurances – Even Start Projects (new)

School Readiness Coalition Letter of Support

Appendix A – Abstract Page Format

Appendix B – Demographic Information Form

Appendix C – Sufficient Intensity and Duration Information: Even Start Program Services and Schedule

Appendix D – Interagency Collaboration Letter of Agreement

Appendix E – Co-Applicant Signature Form

Appendix F – State of Florida Even Start Performance Indicators of Program Quality

Instructions for Completion of DOE 100B

- A.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
 - B.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
 - C.** If not pre-printed, enter name of program(s) for which funds are requested in this project.
 - D.** Enter the total amount of funds requested for each program in this project.
 - E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the appropriate agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100B when the application is submitted

Instructions for DOE 103 Budget Description Form

This form should be completed based on the required information as outlined in the Request for Proposal (RFP) or Request for Application (RFA).

- A. Enter Name of Eligible Recipient.
- B. Enter DOE assigned 13-digit project number, if available. If you have not been assigned a project number for the project and period covered by this application, please leave this item blank.

COLUMN 1
FUNCTION: **SCHOOL DISTRICTS ONLY:**
Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

NOTE: If this column is shaded, it is not required for this application.

COLUMN 2
OBJECT: **SCHOOL DISTRICTS:**
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:
Use the five digit object codes as required in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:
Use the six digit object codes as required in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:
Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3
DESCRIPTION: **ALL APPLICANTS:**
Provide a specific description of the type of expenditures.

COLUMN 4
AMOUNT: Provide the budget amount requested for each line item.

- C. **TOTAL** - Provide the total for Column (4) on the last page.

A) _____
 Name of Eligible Recipient:

B) _____
 Project Number:

**FLORIDA DEPARTMENT OF EDUCATION
 Budget Description Form**

(1) FUNCTION	(2) OBJECT	(3) DESCRIPTION	(4) AMOUNT
		C) TOTAL	\$



INSTRUCTIONS FOR PERSONNEL SCHEDULE

Record all position types including Other Personal Services for personnel employed on a regular or temporary basis to be funded from the project application. School districts must use the function and object codes described in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual (Red Book). Other agencies must use object codes describing these types of positions in the agency's accounting system.

Other Personal Services is defined as compensation paid to persons, including substitute teachers not under written contract, who are employed to provide temporary service to the school district or agency.

Column (1) School district applicants only.

For each type of position described in Column (3), record the appropriate four digit function code as described in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual (Red Book). School districts must use functions 5100 - 9100.

Column (2)

For each type of position described in Column (3), use the appropriate object code for salary positions or Other Personal Services. School districts must use object codes 110-170 and 750 respectively as described in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual (Red Book). All other agency applicants must use the object codes as described in the agency's expenditure chart of accounts.

Column (3)

Enter a specific description of the type of position to be funded for this project application. Each type of position must be listed as described in the Red Book or according to the district's expenditure chart of accounts, if the district does not use the Red Book salary object codes. All other agency applicants must use the description of the type of position as described in the agency's expenditure chart of accounts. **Additional information may be requested to justify the relationship of a position to student achievement.**

Enter the full-time equivalent (FTE) number of positions to be funded in this project application. FTE is determined by dividing the standard number of weekly work hours for the position into the actual work hours to be funded by the project.

ADDITIONAL ASSURANCES - ALL PROJECTS

Fiscal Agency:

Submission of this application hereby assures that the applicant and all participating districts will implement the project consistent with the following requirements:

- Projects supported by federal and/or state funds must prioritize services provided, as appropriate, to lower performing Florida public schools as identified in the Florida Assistance Plus program. The project application must address how services provided by the project will target these schools.
- Assurance is hereby provided that project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BISCS. Upon termination of the project, at the option of the DOE/BISCS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BISCS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.
- Assurance is hereby provided that the fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments, specifically including those of a regional or statewide nature. The fiscal agent will ensure that activities essential to project effectiveness including, but not limited to, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- Assurance is hereby provided that products developed for statewide dissemination will be submitted to content and policy review by the DOE/BISCS prior to any distribution for other than awareness, field-test, or validation purposes. This fiscal agent will ensure that product developers adhere to policies and procedures set forth in "Guidelines for Project Publications," available from the BISCS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BISCS to complete the content and policy review of any product, and will also allow sufficient time to make required revisions, have the revisions verified by the BISCS, and have the final document reproduced.
- Assurance is hereby provided that any products produced by or developed in connection with these projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet websites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to Arlene Duncan, Supervisor, Clearinghouse Information Center at 850/ 245-0477; or E-mail: Arlene.Duncan@fldoe.org.
- Assurance is hereby provided that fees will not be charged for any service provided under the auspices of the project without prior written approval of the DOE/BISCS.

ADDITIONAL ASSURANCES - EVEN START PROJECTS (NEW)

Fiscal Agency:

Submission of this application hereby assures that the applicant will implement the project consistent with the following requirements:

- Assurance is hereby provided that the project will acquire and implement Literacy Pro Systems' FamilyPro v2.9 Software, or similar data management and reporting software, as required by the Florida Partnership for School Readiness, for the purpose of collecting managing and reporting program data to the state Even Start office.
- Assurance is hereby provided that a third-party evaluation will be conducted.
- Assurance is hereby provided that project managers will attend the annual Florida Even Start Coordinators training meeting and Literacy Pro data collection training.
- Assurance is hereby provided that program staff will attend the annual state-sponsored Even Start Staff Development Institute and any Even Start regional staff training meetings.
- Assurance is hereby provided that the project manager and at least one additional staff member must attend Literacy Pro data collection training.
- Assurance is provided that if selected as a part of the national sample, the project will participate in a national evaluation in order to identify promising practices and models for replication and research information.
- Assurance is provided that the project will complete the process and achieve accreditation by the National Association for the Education of Young Children (NAEYC) by June 30, 2008.

APPENDIX A

ABSTRACT PAGE FORMAT

Agency Name:

Project Director:

Applicant Organization(s):

Total Project Funds Requested For 2003-2004:

Target Population:

Objectives: (State briefly the objectives of the project.)

Project Design: (Give a brief description of the overall design or plan of the project.)

APPENDIX B

DEMOGRAPHIC INFORMATION

- A. Identify the major demographic changes in the community within the last 3-5 years that have had an impact on the student population.

- B. Identify the Title I eligible school attendance areas and low performing schools identified in the Florida Assistance Plus Program which will be served by this grant.

- C. Describe the population to be served.

- D. Identify the number of families to participate in proposed project _____.

- E. Identify the number and age range of children to participate in proposed project.

- F. Identify the number of adults to participate in adult education for more than 4 months _____.

- G. List the collaborating community-based organizations, public agencies, institutions of higher education, or other nonprofit organizations, in the area to be served.

- H. List the participating schools and school districts.

APPENDIX C

SUFFICIENT INTENSITY AND DURATION INFORMATION PROPOSED EVEN START PROGRAM SERVICES AND SCHEDULE

Applicant: _____ Program Title: _____

Component / Activity	Location	Hours Per Week	Hours Per Month	Months Per Year	Total Hours Per Year	Grant Funded** (yes/no)	Responsible Agent
Adult Education							
Early Childhood							
Parenting Education							
Parent and Child Together (PACT) Time							
Home Visiting							
Other							
TOTAL:			*		*		*

* Do not total these columns

** If funding is derived from Even Start enter yes, if no, provide funding source, i.e. Head Start

EVEN START FAMILY LITERACY CO-APPLICANT

APPENDIX E

APPENDIX D

INTER AGENCY COLLABORATION
LETTER OF AGREEMENT

_____ (name of proposing agency) has submitted a proposal for the
_____ (name of program) program. This program will (brief information about
program) _____

As we have previously discussed, we would like to enter into a collaborative agreement with your agency for the following services for fiscal year 2003-2004.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application, the number of people to be served, the location of the activity, time period, etc.)

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, the location of the activity, time period, and cost, etc.)

Thank you for your support.

PROPOSING AGENCY:	COLLABORATING AGENCY:
_____ Agency Head Name: _____	_____ Agency Head Name: _____
Title: _____	Title: _____
Address: _____	Address: _____
_____ Signature _____ Date _____	_____ Signature _____ Date _____

WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAM

**EVEN START FAMILY LITERACY CO-APPLICANT
APPENDIX E**

<p>The filing of this application has been authorized by the governing body of the co-applicant and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the co-applicant in connection with this application.</p>			
<p>_____</p>			<p>_____</p>
<p>Signature of Superintendent/Agency Head</p>			<p>Date of Approval</p>
<p>AGENCY NAME</p>			
<p> </p>			
<p>ADDRESS</p>			
<p> </p>			
<p>CITY AND STATE</p>			
<p> </p>			
<p>ZIP CODE</p>			
<p> </p>			
<p>TELEPHONE NUMBER</p>	<p>SUNCOM</p>	<p>FAX Number</p>	<p>E-MAIL ADDRESS</p>
<p> </p>	<p> </p>	<p> </p>	<p> </p>

**THE STATE OF FLORIDA EVEN START PROGRAM STANDARDS AND PERFORMANCE INDICATORS 2003-2004
APPENDIX F**

STANDARD #1			
Adults and children will participate together in regularly scheduled interactive activities.			
	EVIDENCE OF COMPLIANCE	MEASURE	MET INDICATOR (Yes or No)
<u>Performance Indicator # 1.1</u> 100% of the families ¹ enrolled in the program will engage in regularly scheduled ² opportunities for literacy related parent-child interaction ³ .	_____ Total # of families	Staff logs Home Visit logs Attendance records	
	Number of families who average the following categories of monthly parent/child interactions		
	_____ # with 1 – 2 _____ # with 3 – 4 _____ # with 5 or more		

¹Families: The significant adult(s) or primary caregiver(s) who are living in the same household. When the term parent is used, this refers to the significant adult(s) or primary caregiver(s).

²Directly offered by Even Start or collaborative partner personnel

³Literacy related activities include:

- Engaging in frequent and complex verbal interactions
- Participating in joint book reading and numeracy activities
- Asking questions to strengthen child’s problem solving abilities
- Engaging in attentive, warm interactions to promote secure attachment relationships

STANDARD #2

Adult participants will engage in training that will assist them in improving skills needed to be their child(ren’s) primary teacher and full partners in the education of their child(ren).

	PRE-ASSESSMENT	POST-ASSESSMENT	MEASURE	MET INDICATOR (Yes or No)
<p>Performance Indicator # 2.1 Of the families¹ enrolled in Even Start for at least six months, 75% will demonstrate changes in home environment² that support literacy and child development.</p>	<p>_____ # of families (Survey to be done within first 30 days of participant enrollment)</p>	<p>_____ % of families demonstrating positive changes</p>	<p>Pre/Post Even Start Parenting Survey</p>	
<p>Performance Indicator # 2.2 Of the families enrolled in Even Start for at least six months, 40% will show increased involvement in their child (ren)’s educational setting.³</p>	<p>_____ # of families _____ average # of involvements in educational setting</p>	<p>_____ % of families showing increased involvement</p>	<p>Item #19 of the Pre/ Post Even Start Parenting Survey And/or participation log</p>	

¹ Families: The significant adult(s) or primary caregiver(s) who are living in the same household. When the term parent is used, this refers to the significant adult(s) or primary caregiver(s).

² Changes in the home environment that support literacy and child development might include:

- Providing access to reading and writing materials
- Participating in joint-book reading
- Demonstrating positive attitude toward reading
- Providing activities for writing and numeracy
- Understanding and maintaining appropriate expectations for child’s development

³ Educational Setting includes: day care, preschool, Early (Head Start) or elementary school for children birth - 8

STANDARD # 3

Adult participants will engage in adult literacy training of sufficient intensity and duration to assist them in attaining economic self-sufficiency.

	PRE-ASSESSMENT	POST-ASSESSMENT	MEASURE	MET INDICATOR (Yes or No)
--	----------------	-----------------	---------	------------------------------

The State Of Florida Even Start Program - Standards and Performance Indicators - Page 30 of 40

<p>Performance Indicator # 3.1* At least 75% of adult participants enrolled for at least six months will show educational gains in the areas of reading, writing, English language acquisition, problem-solving and numeracy and/or the receipt of a high school diploma or a general equivalency diploma.¹</p> <p>*3.1 relates to 1210- 1 A and B</p>	<p>Number placed per level</p>			<p>Number of adults making gains</p>			<p>Pre and post state approved assessment instrument</p> <p>Florida Adult Education Curriculum Frameworks</p> <p>High School records</p> <p>Secondary High School diploma or GED</p>
	<p>R M L</p>	<p>R M L</p>	<p>R M L</p>	<p>R M L</p>	<p>R M L</p>	<p>R M L</p>	
	<p>0.0-1.9 ___ ___ ___</p> <p>2.0-3.9 ___ ___ ___</p> <p>4.0-5.9 ___ ___ ___</p> <p>6.0-8.9 ___ ___ ___</p> <p>9.0-12.9 ___ ___ ___</p>	<p>0.0-1.9 ___ ___ ___</p> <p>2.0-3.9 ___ ___ ___</p> <p>4.0-5.9 ___ ___ ___</p> <p>6.0-8.9 ___ ___ ___</p> <p>9.0-12.9 ___ ___ ___</p>	<p>0.0-1.9 ___ ___ ___</p> <p>2.0-3.9 ___ ___ ___</p> <p>4.0-5.9 ___ ___ ___</p> <p>6.0-8.9 ___ ___ ___</p> <p>9.0-12.9 ___ ___ ___</p>	<p>___ of ___ non-graduates receiving 4 or more credits</p> <p>___ of ___ receiving high school diploma or GED</p> <p>___ of ___ passing 2- 4 sub- tests of GED</p>	<p>___ of ___ non-graduates receiving 4 or more credits</p> <p>___ of ___ receiving high school diploma or GED</p> <p>___ of ___ passing 2- 4 sub- tests of GED</p>	<p>___ of ___ non-graduates receiving 4 or more credits</p> <p>___ of ___ receiving high school diploma or GED</p> <p>___ of ___ passing 2- 4 sub- tests of GED</p>	
	<p>___ Adult High School, Secondary School²</p>			<p>___ of ___ non-graduates receiving 4 or more credits</p> <p>___ of ___ receiving high school diploma or GED</p> <p>___ of ___ passing 2- 4 sub- tests of GED</p>			
<p>ESOL</p> <p>Found ___ H Inter ___</p> <p>L Begin ___ Advan ___</p> <p>H Begin ___ Ad ESOL ___</p> <p>L Inter ___</p>	<p>ESOL</p> <p>Found ___ H Inter ___</p> <p>L Begin ___ Advan ___</p> <p>H Begin ___ Ad ESOL ___</p> <p>L Inter ___</p> <p>% making gains ___</p>	<p>ESOL</p> <p>Found ___ H Inter ___</p> <p>L Begin ___ Advan ___</p> <p>H Begin ___ Ad ESOL ___</p> <p>L Inter ___</p> <p>% making gains ___</p>	<p>ESOL</p> <p>Found ___ H Inter ___</p> <p>L Begin ___ Advan ___</p> <p>H Begin ___ Ad ESOL ___</p> <p>L Inter ___</p> <p>% making gains ___</p>	<p>ESOL</p> <p>Found ___ H Inter ___</p> <p>L Begin ___ Advan ___</p> <p>H Begin ___ Ad ESOL ___</p> <p>L Inter ___</p> <p>% making gains ___</p>	<p>ESOL</p> <p>Found ___ H Inter ___</p> <p>L Begin ___ Advan ___</p> <p>H Begin ___ Ad ESOL ___</p> <p>L Inter ___</p> <p>% making gains ___</p>		

¹ Florida Adult Education Grade Levels

Adult Basic Education	GED and Secondary Level	Florida ESOL Levels	
0.0-1.9 Basic Literacy	9.0-12.9	Literacy/Foundation	High Intermediate
2.0-3.9 Beginning Literacy		Low Beginning	Advanced
4.0-5.9 Intermediate Literacy		High Beginning	Adult ESOL Academic Skills
6.0-8.9 Functional Literacy		Low Intermediate	

² Includes teen parents

³ For adult eligibility requirements, contact training agency or refer to goal set by adult participant

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<p><u>Performance Indicator # 3.2</u> At least 25% of eligible adult participants will enter post-secondary/vocational school, job retraining programs or gain and/or retain employment for a minimum of six months.³</p> <p>*3.2 relates to 1210- 1 C</p>	<p>_____ # of eligible adults in program</p>	<p><i>Number of participants</i></p> <p>_____ entering post- secondary and vocational training</p> <p>_____ entering job retraining programs</p> <p>_____ gaining employment</p> <p>_____ <i>retaining employment</i></p> <p>_____ % meeting indicator</p>	<p>Enrollment data</p> <p>Employment verification</p>	

STANDARD # 4

Children in the program have access to an age-appropriate education to prepare for success in school and life.

	PRE-ASSESSMENT	POST-ASSESSMENT	MEASURE	MET INDICATOR (Yes or No)
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The State Of Florida Even Start Program - Standards and Performance Indicators - Page 33 of 40

<p>Performance Indicator # 4.1 Of the preschool children enrolled in Even Start for at least six months, 80% will show measurable gains¹ in at least three of five domains.</p>	<p>Total number of preschool children _____ 0 – 2 _____ 3 – 4</p>	<p>0–2 3–4 Total number of preschool children _____ _____ Total number of preschool children showing measurable gains _____ _____ Communication _____ _____ Gross Motor _____ _____ Fine Motor _____ _____ Problem Solving _____ _____ Personal-Social _____ _____</p>	<p>Ages and Stages, or locally adopted screening/assessment instruments or other instruments that measure all or most of the identified domains</p>	
<p>Performance Indicator # 4.2 Of the school age children enrolled in Even Start for at least 6 months, but less than 2 years, 60% of the children will maintain adequate attendance and satisfactory school achievement that leads to reading on grade level and promotion.</p>	<p>_____ # of school age children</p>	<p>_____ Average attendance rate _____ # improving reading skills _____ # promoted _____ % meeting indicator</p>	<p>School readiness measure School attendance records Report cards Standardized test scores</p>	
<p>Performance Indicator # 4.3 Of the school age² children enrolled in Even Start for at least 2 years, 75% will maintain adequate attendance and satisfactory school achievement that leads to reading on grade level and promotion.</p>	<p>_____ # of school age children</p>	<p>_____ Average attendance rate _____ # improving reading skills _____ # promoted _____ % meeting indicator</p>	<p>School readiness measure School attendance records Report cards Standardized test scores</p>	

¹ Measurable gains are interpreted to mean maintaining or improving performance in a domain.

² School-age children refers to children up to age eight.

STANDARD #5			
The program recruits families most in need of services.¹			
	EVIDENCE OF COMPLIANCE	MEASURE	MET INDICATOR (Yes or No)
<p><u>Performance Indicator #5.1</u> 100% of the families enrolled in the program will meet the federal requirements of “most in need of services” at intake.¹</p>	<p>Number of families</p> <p>_____ # Total families served</p> <p>_____ # Need high school diploma or GED</p> <p>_____ # Have high literacy needs</p> <p>_____ # LEP (ESOL)</p> <p>_____ # Other related needs</p> <p>_____ # Total at or below federal poverty level</p>	Intake data	
	<p><u>Performance Indicator # 5.2</u> The program will use multiple methods and resources in the recruitment process.</p>		

¹ The following are features of families most in need of services.

- Low income
- Receiving government assistance
- Limited educational experiences
- Limited English language proficiency
- Single-parent family
- Multiple children
- Children with disabilities

STANDARD # 6			
The program retains families for a sufficient duration for them to obtain their program goals.			
	EVIDENCE OF COMPLIANCE	MEASURE	MET INDICATOR (Yes or No)
<p><u>Performance Indicator # 6.1</u> The program will conduct at least three activities designed to retain families in the program.</p>	<p align="center">Strategies used to retain families</p> <p><input type="checkbox"/> Planned 1 – 3 month orientation process</p> <p>Written policies on enrollment, attendance, eligibility, and exit</p> <p>Program services are flexible and convenient</p> <p>Retention incentives recognize persistence</p> <p>Local agencies recognize Even Start as an eligible work/education activity</p> <p>Successful graduates are used in motivation activities</p> <p>Other</p> <p>_____</p> <p>—</p>	Program documentation	
	<p><u>Performance Indicator # 6.2</u> The program retains at least 50% of families for a sufficient duration¹.</p>		

¹ A minimum of six months

STANDARD # 7

The program is continuous and offers flexible hours of intensive services.

	EVIDENCE OF COMPLIANCE		MEASURE	MET INDICATOR (Yes or No)															
<p>Performance Indicator # 7.1 The program offers a level of continuous¹, flexible² and intensive services on a year-round basis.</p>	<p>Average Number of hours offered per month</p>	<p>Flexibility Provided</p> <table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td colspan="2"> <p>_____ Year round services provided (Indicate yes or no.)</p> </td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No									<p>_____ Year round services provided (Indicate yes or no.)</p>				Schedules	
	Yes	No																	
<p>_____ Year round services provided (Indicate yes or no.)</p>																			
_____ Adult Education																			
<p>Early Childhood</p> <p>_____ 0-2</p> <p>_____ 3-4</p>																			
_____ Parenting																			
_____ PACT																			

¹ Examples of year-round activities/services, in addition to the regular school-year activities, include:

- Annual summer reunion
- Summer camp during one month
- Home visits during the summer
- Family picnics/outings

² Examples of flexible services might include:

- Varied time schedules (day and night)
- Varied program schedules (various days of the week)
- Changes in location to best meet the needs of participants
- Combination of home visits with center-based activities

STANDARD # 7			
The program is continuous and offers flexible hours of intensive services.			
	EVIDENCE OF COMPLIANCE	MEASURE	MET INDICATOR (Yes or No)
<p><u>Performance Indicator # 7.2</u> The average participation for each component will be at least 50% of the average hours offered.</p>	Average hours participated per month	Schedules	
	_____ Adult Education		
	Early Childhood _____ 0-2 _____ 3-4		
	_____ Parenting		
	_____ PACT		

STANDARD # 8 The program maintains a strong partnership with a variety of agencies and/or organizations.			
	<i>EVIDENCE OF COMPLIANCE</i>	MEASURE	MET INDICATOR (Yes or No)
<u>Performance Indicator # 8.1</u> The program will collaborate with a minimum of three literacy and/or support providers to improve and/or expand services to families.	The literacy or support providers with which the program collaborated are: <hr/> <hr/> <hr/> <hr/>	Interagency agreements Log of activities Contracts for services	

STANDARD # 9 The program offers staff development opportunities for staff to obtain the skills needed to work effectively with families.												
	EVIDENCE OF COMPLIANCE	MEASURE	MET INDICATOR (Yes or No)									
<p><u>Performance Indicator # 9.1</u> Each staff member, paid either part-time or full-time with Even Start funds, will show evidence of at least 18 hours of annual staff development specific to family literacy components.</p>	<p>Sample of staff development activities and family literacy goal to which it relates</p>	<p>Documented hours for individual staff</p> <p>Training sign-in sheets</p>										
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Activity</th> <th style="width: 50%; text-align: center;">Family Literacy Components</th> </tr> </thead> <tbody> <tr><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td><td style="border-top: 1px solid black; border-bottom: 1px solid black;"> </td></tr> </tbody> </table>			Activity	Family Literacy Components							
Activity	Family Literacy Components											

STANDARD # 10			
The program staff provides home visits that address each of the four primary components of Even Start.			
	EVIDENCE OF COMPLIANCE	MEASURE	MET INDICATOR (Yes or No)
<p><u>Performance Indicator # 10.1</u> 100% of Even Start families are engaged in home-based instruction (home visits) on a regular basis¹, dependent on the needs of the individual families and/or program model.</p>	<p>_____ Number of families served</p> <p>_____ Number of families averaging at least one home visit per month.</p>	Home visit logs	

¹ Regular basis is defined as an average of one per month per family.