



Commonwealth of Virginia
Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

Competitive Grant Application 2010-2011

**Virginia Department of Education
William F. Goodling Even Start Family Literacy Program**

Deadline for Submission of Application: January 6, 2010

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PART I. GENERAL EVEN START PROGRAM INFORMATION

- A. SUBMISSION OF THE APPLICATION**
- B. PURPOSE AND GENERAL INFORMATION**
- C. DEFINITION OF FAMILY LITERACY**
- D. ELIGIBLE APPLICANTS**
- E. ELIGIBLE PARTICIPANTS**
- F. FUNDING AND MATCHING REQUIREMENTS**
- G. DURATION OF PROJECTS**
- H. REPORTING REQUIREMENTS**

A. SUBMISSION OF THE APPLICATION

ISSUED TO: Local Education Agencies; Public and Private Virginia Colleges and Universities; Community-Based Organizations; Other Agencies or Parties Eligible to Provide Needed Services

TITLE OF PROJECT: William F. Goodling Even Start Family Literacy Program

ISSUING AGENCY: Commonwealth of Virginia
Department of Education
Office of Early Childhood Development
P. O. Box 2120
Richmond, VA 23218-2120

TYPE OF FUNDING: Even Start Family Literacy Program, P.L. 107-110, Title I, Part B, Subpart 3, as amended

PERIOD OF CONTRACT: July 1, 2010 to August 31, 2014

RECEIPT OF APPLICATION:

Five (5) copies of the completed application packet (one with original signatures and four copies) are to be mailed or hand-delivered to the appropriate address below. **Applications must be postmarked by midnight or hand-delivered no later than 4 p.m., January 6, 2010.** Faxed or e-mailed applications will not be accepted. Applications that do not meet postal or delivery deadlines will not be considered. Receipts for postal delivery services are recommended.

Physical Address

Avis Scarborough, Administrative Support
Office of Early Childhood Development
Virginia Department of Education
James Monroe Building, 24th Floor
101 North 14th Street
Richmond, VA 23219

Mailing Address

Cheryl P. Strobel, Associate Director
Office of Early Childhood Development
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

All questions should be directed to Cheryl Strobel.

E-mail: Cheryl.Strobel@doe.virginia.gov

Phone: 804-371-7578

B. PURPOSE AND GENERAL INFORMATION

The Even Start Family Literacy Program is contained in Title I, Part B, Subpart 3, of the Elementary and Secondary Education (ESEA) Act of 1965, as reauthorized and amended by the *No Child Left Behind (NCLB) Act of 2001*. Local grantees must operate in compliance with the federal legislation. [See http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/early/evenstart.html]

In accordance with the Even Start statute, the family literacy program is intended to "help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program." The Even Start program 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 challenging state academic achievement standards; and
- use instructional programs based on scientific reading research that address the prevention of reading difficulties for children and adults, to the extent such research is available.

Local grantee projects must:

- provide services in early childhood, adult and parenting education, and parent-child interactive literacy activities;
- conduct home visits to families; and
- operate on a year-round basis, which means providing services in the summer months.

The target population of Even Start is low-income, low-literate families with children ages birth to eight. Within the age range of children that can be served, projects must serve at least a three-year age range.

C. DEFINITION OF FAMILY LITERACY

Federal legislation [Section 14101, Title I, Part B, ESEA] defines "family literacy services" as those 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
- age-appropriate education to prepare children for success in school and life experiences.

D. ELIGIBLE APPLICANTS

The Even Start statute defines “eligible entities” as a partnership composed of both:

- a local educational agency (LEA), and
- a nonprofit community-based organization, a public agency other than a local education agency, an institution of higher education, or a public or private nonprofit organization, other than a LEA, of demonstrated quality.

Any partner applying as a nonprofit organization must include documentation of such status [see *Preparation of the Application*]. Lead and co-applicants and primary partners must also complete the “Interagency Collaboration Agreement” form [see Appendix A]. Priority in awarding grants will be given to proposals that are located in empowerment zones and enterprise communities. Priority will also be given to localities with experience in implementing successful comprehensive family literacy programs.

E. ELIGIBLE PARTICIPANTS

Eligible participants are families with at least one parent or guardian who is eligible for participation in adult education services and who has a child or children ages birth to eight. Specifically, eligible participants are defined as follows:

1. An **eligible parent or guardian** is one who: (a) is eligible for participation in adult education under the Adult Education and Family Literacy Act, or (b) is within the State’s compulsory school attendance age range and the local school system provides the parent/teenager with the secondary or “adult” education component, with Even Start providing the other component services.

The Adult Education and Family Literacy Act defines an adult as an individual who is at least 16 years old or who is beyond the age of compulsory school attendance under State law. Adults eligible for services are those:

- who are not enrolled or required to be enrolled in secondary school;
- who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a secondary school diploma or its recognized equivalent, and who have not achieved an equivalent level of education; or
- whose lack of mastery of basic skills results in an inability to speak, read or write the English language constituting a substantial impairment of their ability to get or retain employment commensurate with their abilities.

Section 14101(22) of the ESEA and the *Guidance for the William F. Goodling Even Start Family Literacy Program* define "**parent**" as, in addition to a biological or adoptive parent, a legal guardian or other person standing "in loco parentis." Generally, “in loco parentis” means a person acting in place of a parent and may include a person such as a grandparent or stepparent with whom the child lives, or a person legally responsible for the child’s welfare.

2. **Eligible children** may be up to seven years old when a family begins to participate in the program and turn age eight during that year. The law allows children over the age of eight to be served as

long as: (a) the parent has not achieved his/her educational goals and continues to participate in the required component services, in which case a family may continue to participate until the youngest participating child turns 10; and (b) the program collaborates with a program under Title I, Part A of the ESEA, NCLB and Title I, Part A, funds contribute to the cost of providing Even Start services to those children.

3. **Other eligible participants** are parents or children who meet the descriptions above and attend **private schools** in the Even Start program’s service area. Even Start programs are required to contact local private schools and make them aware of the program’s eligibility criteria and available services. [See VDOE Superintendent’s Memo #174 dated August 25, 2005, and Appendix B. *Meaningful Consultation and Equitable Participation of Students from Non-Public Schools* guidance in this document.]

Within the age range of children that can be served, the focus of the program must be on families with young children and their parents who are eligible for services under the Adult Education and Family Literacy Act.

F. FUNDING AND MATCHING REQUIREMENTS

In 2009-2010, Virginia received approximately 1.1 million dollars in Even Start funding from the U.S. Department of Education (USED) and funded six local projects, state administration, training and technical assistance. The amount of funding in any subsequent grant period is based on the availability and allocation of federal funds. Therefore, the number of projects to be funded in 2010-2011 is unknown at this time.

Depending on the funding available from the USED, applicants may be able to request funding for a maximum of \$194,645 per year. The total cost of an Even Start project is comprised of the federal Even Start portion and the portion contributed by the eligible applicant and its partners. The federal and local share of the total Even Start project cost is as follows:

Funding Year	Federal Even Start Share	Local Share
1 st year	90%	10%
2 nd year	80%	20%
3 rd year	70%	30%
4 th year	60%	40%
5 th through 8 th year	50%	50%
9 th year and beyond	35%	65%

The local grantee share may be provided in cash or in-kind and can be obtained from any source, including other federal funds under this Act. Examples include Title I, Part A, Migrant Education, Adult Education, other state and local funds, private foundations or private contributions.

Local contributions must be items that could be purchased with Even Start funds if the local matching contribution was not available. For example, funding for construction cannot be considered a part of a local share because construction is not an allowable expenditure of Even Start funds. The local match may

be calculated by adding in-kind services; however, payments for indirect costs cannot be used as a local match. Documentation must be kept by the grantee verifying the amounts from the identified local sources that are dedicated to Even Start.

G. DURATION OF PROJECTS

Even Start project grants are usually awarded for a period of four years. Competitive grants awarded in July 2010 will continue through August 31, 2014, if requirements are met and funding is available. Funded projects must submit a Continuation Application each year following the initial year. In order for a project to continue after the first year, it must demonstrate progress toward its self-stated program goals and the benchmarks in the “Virginia Even Start Indicators of Program Quality.” [The indicators are included and must be responded to under Part II (C) *Program Design and Plan of Operation.*]

H. REPORTING REQUIREMENTS

- Projects are required to use the Virginia Even Start Web-based data collection system to maintain and report required information on services provided and families served.
- Projects are required to submit standardized quarterly and annual reports to the Virginia Department of Education, which are generated by the database. The State administrator may also request additional information to be reported, as necessary.
- Projects are required to use the VDOE OMEGA Web-based accounting system.
- The Even Start statute requires projects to have an independent local program evaluation conducted annually, which is to be used for continuous program improvement. Projects must submit a copy of their local evaluation to the State administrator.

PART II. PROPOSAL REQUIRED COMPONENTS AND GUIDELINES

A. PREPARATION OF THE APPLICATION

B. ABSTRACT

C. NARRATIVE

- 1. Statement of Need**
- 2. Recruitment and Orientation of Eligible Families**
- 3. Program Design and Plan of Operation**
- 4. Program Personnel and Professional Development**
- 5. Degree of Coordination and Collaboration**
- 6. Potential as a Model/Program Effectiveness**

D. BUDGET

- 1. Instructions for Preparing the Budget**
- 2. Expenditure Categories**
- 3. Reporting and Expenditure Requirements**

E. EVEN START AND GENERAL ASSURANCES

A. PREPARATION OF THE APPLICATION

A complete response to this grant application is required. **Failure to submit all information requested will result in the application being disqualified and not considered in the review process.** Mandatory requirements are those required by law or regulation, or are such that they cannot be waived and are not subject to negotiation. The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provisions of service.

1. An original with signatures and four additional copies of the proposal must be submitted to the Virginia Department of Education (VDOE) at one of the addresses listed on page 2 of this application packet. Officials authorized to negotiate grants or contracts should sign the original application in blue ink.
2. The narrative section of the proposal must be double-spaced on one side of standard-size (8.5" x 11") paper. Use a 12-point font that is easy to read. The narrative section shall be no more than 22 pages in length. (This does not include the cover page, budget sheets or appendices.) Pages must be numbered and a table of contents must be included. Résumés included as attachments are limited to two pages each.
3. A local school division must apply in partnership with a community-based organization, public agency, institution of higher education, or other nonprofit organization. A community-based organization or other nonprofit organization of demonstrated quality must apply in partnership with a local school division, with the local school division being the fiscal agent.
4. Proof of nonprofit status must be included for community-based organizations. (The local school division is not required to submit proof of nonprofit status.) An applicant or co-applicant may show that it is a nonprofit organization through visible proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under 501(c)(3) of the Internal Revenue Code. Applications that do not have proof of nonprofit status for the designated co-applicant will not be reviewed.
5. Interagency Collaboration Agreement forms must be completed and signed by the co-applicant and all key partners providing services to Even Start.
6. Review the required state and federal assurances carefully. All assurances must be included and signed by both the school division and the agency serving in partnership with the school division (i.e., applicant and co-applicant). Authorized signatures constitute a legal agreement to adhere to the provisions of these assurances throughout the contract period.
7. Review the budget instructions and allowable costs carefully to ensure that all expenses necessary to run a high-quality program according to the proposed design are included.
8. Ownership of all data, materials, and documentation originated and prepared for the state pursuant to the grant application shall belong exclusively to the state and be subject to public inspection in accordance with the Virginia Freedom of Information Act. Trade secrets or proprietary information

submitted by an Offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protections of Section 11-52 of the Virginia Public Procurement Act prior to, or upon submission of the data or other materials, and must identify the data or other materials to be protected and state the reasons why protection is necessary. The grantee is prohibited from copyrighting any papers, interim reports, forms, or other materials and/or from obtaining patents on any invention resulting from performance under a grant or contract. No proposal can be accepted that waives the right of copyright on the part of the state agency.

The completed application components should be assembled in the following order:

Application Cover Sheet. The cover sheet must be submitted with all signatures and information completed. This includes the fax number and e-mail address for the contact person. [see Appendix C]

Abstract

Narrative

Budget – Narrative and Summary Form

Assurances

Appendix

- Interagency Collaboration Agreement forms, completely filled in and signed by appropriate parties.
- Proof of nonprofit organizations 501(c)(3) status, if necessary.
- Staff résumés, if applicant chooses to attach them.

B. ABSTRACT

The abstract should be no longer than one page and may be single-spaced. The abstract should summarize key information from the full application. At a minimum, the abstract should include the following information:

- The project's year of operation and physical location, including all sites where required services will be delivered.
- The main partner agencies and their roles.
- The types of services to be provided.
- The target population to be recruited and served. If the project is an existing Even Start program or is building upon another type of existing program, it should include the demographic profile of the participants that were served last year.

C. NARRATIVE

The narrative must include the following sections and address the areas listed in each section.

1. Statement of Need

Describe the geographic boundaries of the area to be served by this project. Provide information concerning needs-based factors using the most recent statistics available from the United States and local census reports, and other types of local data that specifically identify the target population. At a minimum, such information and statistics should include the following along with appropriate citations of sources:

- Local demographic, socioeconomic and poverty-related statistics (e.g., income and unemployment levels, graduation rates, single-headed households).
- Populations with limited English proficiency, if applicable.
- Populations with disabilities or other need-related conditions.
- The availability of preschool programs and percentages of students served and not served by such programs.
- The availability of adult literacy programs and percentages of adults served and not served by such programs.
- Identify local schools and programs with Title I programs, the percentage of children eligible to be served by those programs, and the percentage of children actually served by those programs.

Describe the need for comprehensive family literacy services in the community. If similar programs in the locality serve the same or similar population, applicants may provide evidence of waiting lists or other indicators that local demands exceed the ability of those programs to meet the needs of low-literacy, low-income families.

2. Recruitment and Orientation of Eligible Families

- a. **The VDOE requires that a minimum of 18 families be served by each project every program year.** Describe the plan and activities used to identify and recruit eligible families. Include the criteria that will be used to determine whether families are “most in need” of services and how criterion items will be weighted in the case of maintaining a waiting list. Also describe how the program will prepare adults and children it enrolls for participation in Even Start. (For example, orientation activities, screening or assessment tools used, and referrals to counseling or other types of support services.) If establishing a new Even Start program, also include details concerning the program’s physical capacity (i.e., classroom space) to serve the required number of families, including the estimated number of individual adults and children that can be accommodated.
- b. **If currently operating an Even Start or other type of family literacy program,** provide the information requested below concerning the number of families served. To determine the projected number of families to be served in the coming year:
 - 1) Fill in the actual number of families, adults and children served in 2008-2009 and the expected number for the current year 2009-2010.

- 2) If the number in the previous and current years is greater than 18, the program may maintain the same number of families served last year, or average the number of families served in both years to determine the projected families for 2010-2011.
- 3) If the number in the previous or current year is less than 18, the program must make plans to serve 18 or more families in 2010-2011. (*see 2.b., above*)

<i>Participant Grid</i>	Actual Number 2008-2009	Current/Expected Number 2009-2010	Projected Number 2010-2011
FAMILIES			
ADULTS			
CHILDREN			

- c. **If an existing program served fewer than 18 families in 2008-2009 OR if 30 percent or more of families served dropped out of the program for reasons other than meeting goals** (e.g., got a GED or a job), then respond to this section (c).

Describe how recruitment, orientation and retention efforts will be different and more intensive than in previous years, including support services available related to reasons that families drop out of the program. Include details concerning the program’s physical capacity (i.e., classroom space) to serve the projected number of adults and children.

3. Program Design and Plan of Operation

Each local project must address and make progress toward or meet the “Virginia Even Start Indicators of Program Quality” each year. Using the VDOE indicator goals as outlined below, describe how program services and activities are designed to fulfill requirements and lead to measurable outcomes. For each indicator, projects must have **Local Program Objectives and Strategies** that describe actual and planned actions and activities; in other words, *how* the program will achieve its objectives. Local program objectives and strategies should be concrete and specific, rather than general and vague. For each goal and related indicators, the documentation or assessments used to measure progress must also be stated. When responding to the specific indicators within the VDOE goals, if the program does not currently serve or plan to serve participants specified in an indicator – e.g., school-age children – it may mark that indicator as “not applicable.”

For existing programs, data from the previous year should be used to provide evidence of outcomes and to project progress or outcomes to be achieved in the coming year. Put the program’s statistics into context by stating: (1) the total number of participants to which an indicator applies; (2) the total number who were tracked or pre- and post-assessed; and (3) the number and percentage of that total who made progress or achieved the indicator target.

VDOE PROGRAM DESIGN AND IMPLEMENTATION INDICATORS:

GOAL 1: Program staff will provide high-quality, well-integrated services designed to meet the needs of participating families.

1.1: 100 percent of programs will provide the four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families.

- Adult Education (60 hours/month)
- Early Childhood Education (60 hours/month for 0-3; 65 hours/month for 3-5)
- Parent Education (20 hours/month combined PE and PACT)
- Parent-Child Interactive Literacy Activities, including Home Visits/Home-Based Education

1.2: 100 percent of programs will offer year-round services.

1.3: 100 percent of programs will collaborate with public schools and other educational and community programs.

Goal 1 Guidance: List all partners and collaborators and the services they provide, including the Even Start project, that enable the project to provide comprehensive services to families. Projects must coordinate with relevant local programs, such as those funded under the No Child Left Behind Act and ESEA (e.g., Title I Preschool, Early Reading First, Reading First), the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act, Head Start, Migrant Education, 21st Century Community Learning Centers, and volunteer literacy programs. Projects may and should also coordinate with relevant public or private agencies that provide services related to needs and goals of the program and families to be served. Projects must comply with Superintendent's Memo #174 (August 25, 2005) concerning meaningful consultation with private schools.

VDOE PERFORMANCE INDICATORS – ADULT EDUCATION:

GOAL 2: The literacy of adults will improve.

2.1: Adults/Parents will achieve education goals as indicated during intake.

- After at least 50 hours of participation, 45 percent of native speakers with basic literacy and numeracy skills will make significant progress on standardized tests.
- After at least 50 hours of participation, 50 percent of non-native speakers who need to improve English proficiency and literacy skills will make significant progress on standardized tests.
- After at least 100 hours of participation, 50 percent of adults whose goal is to receive a high school credential will make progress toward that goal.

Goal 2 Guidance: (1) Programs must use one or more of the following assessments for adults not attending and receiving high school credits, as is appropriate for their native language and literacy level: TABE 9/10, BEST or BEST Plus Oral, GED tests. List assessments used from the required options, plus any other assessments used. (2) For the TABE, "significant progress" is defined as an

increase of 27 scale score points or more. For the BEST or BEST Plus, “significant progress” is defined as an increase of 20 score points or more. For teenage parents enrolled in public or private secondary schools and earning high school credits, “progress” is defined as receiving passing grades and advancing to the next grade level and/or passing VDOE’s SOL tests.

GOAL 3: Families will become more self-sufficient.

3.1: After at least 50 hours of participation, 100 percent of adults/parents will achieve one or more self-sufficiency goals chosen during intake. *[The uniform list of goals is below.]*

1. Improve English proficiency (applies to non-native speakers)
2. Improve educational functioning level (applies to native speakers without a diploma or GED)
3. Improve literacy and comprehension skills (applies to native speakers **with** a diploma who function on less than 12th-grade level, based on TABE test results)
4. Obtain a high school diploma or GED
5. Enroll in postsecondary education
6. Obtain job-related certification
7. Obtain a job
8. Retain or improve current job
9. Obtain U.S. citizenship
10. Register to vote
11. Vote in an election
12. Obtain library card
13. Obtain driver’s license

VDOE PERFORMANCE INDICATORS – EARLY CHILDHOOD EDUCATION:

GOAL 4: Children will demonstrate success in school.

4.1: After at least 5 months of participation, 58 percent of preschool children will show significant progress in language development and pre-reading skills. (Age group: 2.6 through 5, if not in kindergarten)

[PPVT-4 and EVT-2 are required for children age 2.6 to 5, and Pre-K PALS is required for children who are age 4 by September 30.]

4.2: After 100 hours of participation, 80 percent of children in primary grades will improve literacy and reading skills. (Age group: 5, if in kindergarten, through 8 or 9)

[PALS is required, unless not used by school district.]

4.3: After 100 hours of participation, 80 percent of children in primary grades will comply with compulsory school attendance. (Age group: 5, if in kindergarten, through 8 or 9)

4.4: After 100 hours of participation, 80 percent of children in primary grades will be promoted to the next grade level. (Age group: 5, if in kindergarten, through 8 or 9)

Goal 4 Guidance: For the PPVT-4 and EVT-2, “significant progress” is defined as an increase of four standard score points or more. For the Pre-K PALS, “progress” is defined as an increase in the number of children who score within the developmental ranges for tasks. For PALS, “progress” is defined as an increase in the number of children who meet the benchmarks.

VDOE PERFORMANCE INDICATORS – PARENT EDUCATION & PARENT-CHILD INTERACTIVE LITERACY ACTIVITIES:

GOAL 5: Parents will foster their children’s literacy development and success in school.

5.1: After 100 hours of participation, 60 percent of parents will improve in at least two goals in one or more of the following 12 areas related to supporting their children’s language and literacy development and success in school.

[Programs must use the VDOE Even Start Parent Education & PACT/ILA Progress Form, which includes the items listed below.]

1. Creating a literacy-rich home environment:
 - a. Print materials (e.g., books, newspapers, magazines, labeling objects)
 - b. Writing materials (e.g., paper, pens/pencils, crayons, coloring books)
 - c. Educational toys – commercial and homemade (e.g., shapes, letters, numbers, blocks, games, puzzles)
2. Engaging in literacy-related and supportive family activities:
 - a. Read to and with child, model everyday reading activities (e.g., mail, newspaper)
 - b. Write with child, encourage drawing and scribbling, model everyday writing activities (e.g., grocery lists, letters, bills)
 - c. Obtain library card (adults and children)
 - d. Visit the library and check out books
 - e. Attend cultural and recreational events and places (e.g., museums, zoos, parks, sports games)
 - f. Play with child and use everyday routines and activities as learning opportunities (e.g., play with toys, do arts and crafts, talk about daily activities)
3. Participating in and supporting school-related activities:
 - a. Review and help child with homework
 - b. Attend school orientation and parent-teacher conferences
 - c. Participate in the PTA or PTO
 - d. Volunteer at school or for special events (e.g., field trips)

4. Program Personnel and Professional Development

Describe the personnel who will be responsible for developing, administering, and implementing the program. Programs must have a local coordinator to serve as the daily administrator with at least 50 percent of that person’s time devoted to Even Start. Programs that have a full-time coordinator will be given higher priority for funding. For each staff member listed, include the following: (1) name and specific role, (2) percentage of time assigned to Even Start, (3) source of salary, (4) academic

background/degrees and whether he/she meets the staff qualifications under Section 1235(5) [see *Part IV, Appendix E*]. In addition to meeting the Even Start statutory requirements, early childhood educators must meet the staff qualification requirements of the project's fiscal agent. For public schools, this means a four year college degree, with early childhood specialization preferred.

For each staff member, list the planned or anticipated professional development he/she will receive. Include information concerning the provider of the professional development, date or estimated date, and location (e.g., "VAACE Conference, May 2010, Virginia Beach, VA").

5. Degree of Coordination and Collaboration

Projects must coordinate with relevant local programs, such as those funded under the No Child Left Behind Act (e.g., Title I Preschool, Early Reading First, Reading First), the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act, Head Start, Migrant Education, 21st Century Community Learning Centers, and volunteer literacy programs. Projects may and should also coordinate with relevant public or private community-based organizations, schools, or other agencies that provide services related to needs and goals of the program and families to be served.

Without repeating information provided in *Program Design and Plan of Operation* and the *VDOE Even Start Indicators Goal 1*, describe how the Even Start program will coordinate with relevant programs and agencies. Information in this section should specifically address how:

- the coordination or collaboration with other agencies builds upon, but does not duplicate, existing services provided by the agencies; and
- the services provided by the agencies contribute to the project's successful implementation.

6. Potential as a Model/Program Effectiveness

Describe how the effectiveness of the program will be evaluated, both through the required, independent local evaluation and the project's self review. Include information concerning the following:

- How the local evaluation will be shared and discussed with program staff.
- If an existing program that has a previous year's evaluation, review the key findings and recommendations from that evaluation and how the project has used or plans to use this information to make improvements in the upcoming year.
- Identify one or more aspects of the program's operations that may be useful to other projects or serve as a model.

D. BUDGET

1. Instructions for Preparing the Budget

Prepare a budget narrative, summary sheet and worksheet for the current grant period only, including the summer months. The narrative should be brief -- one to two pages, which may be single-spaced.

- Ensure that the local match percentage is correct for the year of operation of the project, as stated on page 5 of this Application Packet.
- Costs must be reasonable and associated with program needs, design and plan of operation.
- The budget narrative should provide sufficient information to support the requested amount of funds. A list of materials and equipment expected to be purchased must be included, and a justification for the equipment purchases. Equipment purchases should not be a major part of the budget, since the applicant should make use of currently available equipment whenever possible. Equipment needs beyond \$20,000 should be obtained through members of the partnership or other sources.
- Carryover and indirect funds are not allowed in Even Start projects.

Specific instructions are as follows:

- a. The budget must be prepared using the appropriate categories with object codes on the Summary of Project Budget sheet. [see Appendix D] Comply with the definitions of each category.
- b. All budget figures must be rounded to **whole dollars**.
- c. Examples of items **not allowable** in the project budget are:
 - Alterations or renovations of buildings
 - Construction of buildings, or purchase of land or buildings
 - Dues to organizations, federations, or societies
 - Purchase of furniture or equipment, unless approved in advance
 - Charges for meals, banquets, etc., unless a structured part of the approved contract
 - Establishment of contingency or petty cash funds
 - Entertainment
 - Indirect costs
- d. Staff travel must be itemized and must not exceed prevailing state rates as indicated in the “State Travel Regulations.” Out-of-state travel must be requested, authorized and approved in advance by the Office of Early Childhood Development. Include travel expenses, including hotel and meal expenses, for staff to attend the following professional development activities:
 - Two meetings of program coordinators (may be one or two staff). Use Richmond as the meeting location for mileage estimate.
 - Any other in- or out-of-state conferences staff plan to attend.
- e. Consultant travel expenses may not exceed prevailing state rates.
- f. The grants manager must approve all budget changes.

2. Expenditure Categories

1000 Personnel Services

Salaries and Wages — Includes all compensation for the direct labor of persons in employment of the local agency (salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation). Also includes payments to time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits

Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

3000 Purchased Services

Includes services acquired from outside sources (e.g., private vendors, tuition, client/participant travel, day care, public authorities or other governmental entities, etc.). For 2008-2009, the annual local evaluation set aside must be at least \$8,000.

4000 Internal Services

Includes charges from an Internal Service Fund to other activities or elements of the local government (e.g., data processing, motor pool, central purchasing, print shop, etc.).

5000 Other Charges

Includes utilities, communications, leases/rentals, staff/consultant travel, etc. Mileage, lodging and meals will be limited to no more than the current state-approved rate.

6000 Materials and Supplies

Includes articles and commodities that are consumed or materially altered when used and includes minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." Include expenses related to required assessments if program does not possess the complete and current versions of such assessments. This includes TABE 9/10, BEST Plus, PPVT-4 (Peabody Picture Vocabulary Test, third or fourth version), EVT-2 (Expressive Vocabulary Test, first or second version), and Pre-K PALS.

8000 Capital Outlay

Capital outlays are outlays that result in the acquisition of or additions to capitalized assets. Capital outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

3. Reporting and Expenditure Requirements

The grantee shall provide the following documentation for approval by the Virginia Department of Education:

- a) **Requisitions for Reimbursement.** Funds are provided on a cost-reimbursement basis. It is required that requisitions be submitted on a monthly or quarterly basis. Requisitions must be received by June 5 in order to be paid by June 30. The FINAL REQUISITION is due no later than October 15 of each year.
- b) **Budget and Amendment Forms.** Budget and amendment forms are available at: http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/early/evenstart.html.

The Even Start Statutory Program Elements can be found in Appendix E.

The Definition of Terms can be found in Appendix F.

The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provisions of service.

E. EVEN START AND GENERAL ASSURANCES

The applicant hereby assures that:

1. The local project will comply with all requirements set forth by the Even Start legislation.
2. The local project will use instructional programs that are supported by scientifically-based reading research for children and adults. All staff will receive the necessary training to fully and effectively implement the curricula chosen in each instructional area.
3. The local project will provide both enrichment and instructional services during the summer months as stated in Section 1235(8). The federal interpretation is that the program should be closed no more than one month during the summer, and should include full participation of children even if parents cannot be there for all activities provided during the summer program.
4. For project staff whose salaries are paid partially or totally with federal Even Start funds, the local project will meet the following requirements as stated in Section 1235(5):
 - Instructional staff will have an associate’s, bachelor’s, or graduate degree in a field related to early childhood education, elementary or secondary education, or adult education; and will meet state qualifications for early childhood education, elementary education or secondary education, or adult education.
 - Instructional assistants/paraprofessionals who provide support for academic instruction will have at least a high school diploma or its recognized equivalent.
 - The administrator/coordinator of the program will have a bachelor’s degree or higher and receive training in family literacy program administration.
5. All preschool programs, including those provided by partner agencies, will meet the Virginia Standards for Licensed Child Day Centers and align their curriculum with Virginia’s Foundation Blocks for Early Learning.
6. The project will participate in the local, state and national evaluation process. The local evaluation will be used for continuous program improvement.
7. Funds will be expended according to the purpose and intent for which they were designated.
8. An updated inventory of all equipment and non consumable materials will be available for review by state or federal officials.
9. Financial and compliance audits in accordance with the Single Audit Act will be performed.
10. School divisions must show evidence that they meet the maintenance of effort requirement. This can be done in conjunction with Title I.
11. School divisions must show evidence that timely and meaningful consultation and provision of equitable services to private school children was provided. This can be done in conjunction with Title I. If this is done in conjunction with Title I, Even Start must be named specifically. See Part IV. Appendices, G. *Meaningful Consultation and Equitable Participation of Students from Non-Public Schools* guidance for more details.

Signature of Superintendent or Designee	Date
Signature of Co-Applicant	Date

**BE SURE TO ATTACH GENERAL ASSURANCES ON THE FOLLOWING PAGES.
ASSURANCES MUST BE SIGNED BY THE APPLICANT AND CO-APPLICANT.**

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application. 2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives. 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain. 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency. 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F). 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation | <ol style="list-style-type: none"> Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application. 7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases. 8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds. |
|---|---|

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See next page for public burden disclosure)

<p>1. Type of Federal Action:</p> <p><input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance</p>	<p>2. Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award</p>	<p>3. Report Type:</p> <p><input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change</p> <p>For material change only: Year _____ Quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input type="checkbox"/> Prime <input type="checkbox"/> Subawardee</p> <p>Tier _____, if known:</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, if known:</p>	
<p>6. Federal Department/Agency:</p>	<p>7. Federal Program Name/Description:</p> <p>CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p> <p>\$ _____</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: _____</p> <p>Print Name: _____</p> <p>Title: _____</p> <p>Telephone No.: _____ Date: _____</p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

PART III. PROPOSAL REVIEW AND SELECTION PROCESS

Grants will be awarded based on the requirements of the Even Start statute. Each proposal will be reviewed by a panel of three readers including one early childhood professional, one adult education professional and one professional with expertise in literacy or family literacy. The panel members will read and rate the proposals individually, and then discuss them as a group according to the criteria described in this packet. The maximum total score a proposal can receive is 100, broken down by the following sections and points per section:

<u>Maximum Points</u>	<u>Proposal Section</u>
5	Abstract
85	Narrative: <ul style="list-style-type: none">Statement of Need (15)Recruitment and Orientation of Eligible Families (15)Program Design and Plan of Operation (35)Program Personnel and Professional Development (10)Degree of Coordination and Collaboration (5)Potential as a Model/Program Effectiveness (5)
10	Budget

Following the panel's review, applicants selected as potential grant recipients will be notified by the Virginia Department of Education. Notice of selection as a potential grant recipient will not constitute approval of the grant application as submitted. Prior to the actual grant award, representatives of the eligible entities and the Virginia Department of Education may enter into negotiations concerning such issues as program service design or budget items. If the negotiations do not result in an acceptable agreement, the Virginia Department of Education reserves the right to terminate the negotiations and decline to fund the application.

Grant awards will be issued no later than July 1, 2010. Applicants not selected for funding will be notified in writing by the Virginia Department of Education.

Continuation Eligibility – In awarding subgrant funds to continue a program for the second, third or fourth year in a cycle, the Virginia Department of Education shall review the progress of the eligible entities in meeting the program elements as stated in Section 1235 and Section 1237 (c)(1)(A) and the Virginia Even Start Indicators of Program Quality. Continuation eligibility is also contingent upon receipt of sufficient federal funds. The Virginia Department of Education may refuse to award subgrant funds if it finds that the eligible entity has not sufficiently performed or improved its performance, after the VDOE has provided technical assistance to the eligible entity and afforded the eligible entity notice and an opportunity for a hearing.

PART IV. APPENDICES

- A. INTERAGENCY COLLABORATION AGREEMENT 2010-2011**
- B. MEANINGFUL CONSULTATION AND EQUITABLE PARTICIPATION OF STUDENTS FROM NON-PUBLIC SCHOOLS**
- C. EVEN START APPLICATION COVER SHEET**
- D. SUMMARY OF PROJECT BUDGET & EXAMPLE BUDGET WORKSHEET**
- E. EVEN START STATUTORY PROGRAM ELEMENTS**
- F. DEFINITION OF TERMS**

COMMONWEALTH OF VIRGINIA
Department of Education
Office of Elementary Instructional Services

APPLICATION AGREEMENT FOR A DEPARTMENT OF EDUCATION GRANT OR CONTRACT AWARD

EVEN START APPLICATION COVER SHEET

1. Name and Address of APPLYING AGENCY

Name:

Address:

City/State/Zip Code:

2. Name and Address of Primary CO-APPLICANT of Grant

Name:

Address:

City/State/Zip Code:

This application is for funding beginning July 1, 2010 through August 31, 2011.

Circle Program Year: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Circle Match Requirement Percentage: 10 20 30 40 50 65

3. Title of Local Project:

4. Federal/State Amount Requested for this Fiscal Year

\$

5. Local Match Amount for this Fiscal Year

\$

6. TOTAL BUDGET FOR CURRENT YEAR

\$

THE AGENCY AGREES TO PROVIDE AND THE CONTRACTOR AGREES TO ACCEPT, UPON THE CONDITIONS, ASSURANCES AND PROVISIONS OF THE ORIGINAL CONTRACT, THE ABOVE DESCRIBED FUNDS FOR CONTRACTOR'S PERFORMANCE OF SERVICES.

7. **Typed Name and Signature of Applicant's Agency Head:**

Name: _____

Signature: _____

9. **Typed Name and Signature of Primary Co-Applicant:**

Name: _____

Signature: _____

8. **Typed Name and Signature of Fiscal Agent of Applicant:**

Name: _____

Signature: _____

10. **Typed Name, Telephone, and FAX of Project Director or Contact Person:**

Name: _____

Telephone: _____

FAX: _____

E-mail address (required): _____

INTERAGENCY COLLABORATION AGREEMENT 2010-2011
Between

LEAD APPLICANT (name) _____
and

(choose appropriate option)

_____ **CO-APPLICANT** **or** _____ **PARTNER**

I, _____, certify that I and/or representatives of
 (Name of Official)

_____ have participated in discussions with the
 (Name of Organization/Agency)

Even Start program concerning this application and furthermore attest that as co-applicant or partner, we plan to provide services or support to the program in the following ways:

Services, Activities or Contributions to be Performed by Collaborator	Financial Contributions by Collaborator	In-Kind Contributions by Collaborator

 Signature of Applicant

 Date

 Printed Name of Applicant

 Title

 Signature of Co-Applicant or Partner

 Date

 Printed Name of Co-Applicant or Partner

 Title

**VIRGINIA DEPARTMENT OF EDUCATION
EVEN START GRANT**

SUMMARY OF PROJECT BUDGET

July 1, 2010 – August 31, 2011

Grantee: _____

BY EXPENDITURE ACCOUNTS	FEDERAL AMOUNT	LOCAL AMOUNT (Include Other Contributions)	TOTAL AMOUNT
Personnel Services (1000)	\$	\$	\$
Employee Benefits (2000)			
Purchased Services (3000)			
Internal Services (4000)			
Other Charges (5000)			
Materials and Supplies (6000)			
Capital Outlay (8000)			
TOTAL	\$	\$	\$

EXAMPLE BUDGET WORKSHEET

OBJECT CODES	EXPENDITURES	FEDERAL AMOUNT	LOCAL AMOUNT	OTHER CONTRIBUTIONS	TOTAL AMOUNT
1000	PERSONNEL SERVICES: 1 Full Time Coordinator 1 Adult Education Teacher 1 Preschool Teacher 4 Paraprofessionals 1 Director (10% Time) Bi-County Literacy Council Tutors	\$35,000.00 24,394.00 24,394.00 27,940.00	\$ 6,316.00	\$5,016.00	\$35,000.00 24,394.00 24,394.00 27,940.00 6,316.00 5,016.00
2000	EMPLOYEE BENEFITS: FICA Retirement Insurance	8,547.00 12,693.00 6,677.00			8,547.00 12,693.00 6,677.00
3000	PURCHASED SERVICES: Local Evaluation & other Consultants	10,000.00			10,000.00
4000	INTERNAL SERVICES: Field Trips Transportation	1,500.00	10,550.00		1,500.00 10,550.00
5000	OTHER CHARGES: 10 Month Rental of Corinth Baptist Church Staff Travel Field Trip Admissions	4,000.00 1,000.00 500.00			4,000.00 1,000.00 500.00
6000	MATERIALS & SUPPLIES: Curricula materials for Adults and Children Parent Resource Center Materials Preschool/Nursery Supplies Video Camera/VCR/Large Screen TV TABE 9/10 and EVT 1 Printer 4 Computers	6,000.00 4,200.00 8,300.00 3,300.00 1,000.00 900.00 6,500.00			6,000.00 4,200.00 8,300.00 3,300.00 1,000.00 900.00 6,500.00
8000	CAPITAL OUTLAY:	0			0
	GRAND TOTAL	\$186,845.00	\$16,866.00	\$5,016.00	\$208,727.00

E. EVEN START STATUTORY PROGRAM ELEMENTS

Section 1235 of the Even Start statute and the *Guidance* outline 15 required program elements for local projects. These elements are by and large grounded in research and national evaluation data, and are intended to ensure that projects offer high-quality services that will enable participating families to achieve their literacy goals.

- (1) **Identification and Recruitment of Families Most In Need of Even Start Services.** Projects must identify and recruit families most-in-need of services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related factors, such as individuals with disabilities.
- (2) **Screening and Preparation of Participants.** Projects must screen and prepare parents, including teenage parents, and children to enable them to participate fully in the activities and services provided by the program. This includes testing, referral to necessary counseling or other developmental and support services, and related services. A project should ensure that each member of an eligible family is ready to commit to the entire four-component program.
- (3) **Flexible Scheduling and Support Services.** Projects must be designed to accommodate participants' work schedules and other responsibilities, and provide support services, when they are unavailable from other sources, to enable families to participate. This includes flexibility in scheduling classes and providing services such as child care, transportation and meals.
- (4) **High-Quality, Intensive Instructional Programs.** Projects must provide high-quality instructional programming in the four components that promotes adult literacy and empowers parents to support the educational growth of their children, developmentally appropriate early childhood services, and preparation of children for success in regular school programs.
- (5) **Staff Qualifications.** For staff who are paid in whole or in part with Even Start funds, projects must meet the following staff qualification requirements. In addition, for instructional and paraprofessional staff of Even Start programs that are part of a schoolwide program as defined in Section 1114, regardless of the source of their salary, they must meet the Title I, Part A requirements. [See www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html]

Instructional Staff. All staff providing academic instruction 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 qualifications established by the State in these areas. (Section 1235(5)(A)(i) and 1235(5)(B))

Paraprofessionals. Paraprofessionals who provide support for academic instruction must have a high school diploma or its recognized equivalent. (Section 1235(5)(A)(iii))

Coordinators/Administrators. The individual responsible for administration of family literacy services must have received training in the operation of a family literacy program. (Section 1235(5)(A)(ii))

While staff who are not paid with Even Start funds, such as staff supported by partner programs, are not subject to these requirements, they should meet the requirements of their respective agencies. Projects are strongly encouraged to use the most highly qualified staff available.

- (6) **Staff Training.** Projects must provide access to and/or train staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of Even Start instructional services offered.
- (7) **Home-Based Instructional Services.** Projects must provide and monitor integrated instructional services for participating parents and children through home-based services. This usually takes the form of home visits, which should be conducted on a regular basis with each family.
- (8) **Year-Round Services.** Projects must operate on a year-round basis, including the provision of instructional and enrichment services during the summer months. Maintaining services and contact with families during the summer provides ongoing support of learning and achievement and retention in the program.
- (9) **Coordination with Other Programs.** Projects must coordinate with relevant programs, such as those funded under the No Child Left Behind Act and ESEA (e.g., Title I Preschool, Early Reading First, Reading First), the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act, Head Start, Migrant Education, 21st Century Community Learning Centers, and volunteer literacy programs.
- (10) **Instructional Programs Based on Scientific Reading Research.** Projects must use instructional programs based on scientific reading research for children and adults, to the extent that research is available. [See F. Definition of Terms]
- (11) **Attendance and Retention.** Projects must encourage participating families to attend regularly and to remain in the program a sufficient time to meet their goals. Projects determine what is reasonable attendance for families to achieve their educational goals and to remain as active participants. If individual families do not attend regularly, projects should work with them to improve what prevents them from attending. If such attempts fail, the project should transition such families out of Even Start and, perhaps, to a more suitable program.
- (12) **Reading Readiness Activities Based on Scientific Reading Research.** Projects must base their reading readiness activities for preschool children on scientifically-based reading research, to the extent available, to ensure that children enter elementary school with the language, cognitive and early reading skills necessary for reading success.

- (13) **Continuity of Services.** To the extent possible and applicable, projects must promote the continuity of family literacy support to ensure that family members retain and improve their educational outcomes. For example, this may take the form of providing supplemental educational services to Even Start children who transition to elementary school.
- (14) **Providing Services to Families Most In Need.** Projects must ensure that the program serves those families most in need of Even Start activities and services, as described in Element 1.
- (15) **Local Independent Evaluation.** Projects must provide for an independent evaluation of the program to be conducted that is used for continuous program improvement. This is generally conducted annually, and provides information concerning the quality and effectiveness of program implementation and participant outcomes.

F. DEFINITION OF TERMS

Adult Education and Literacy Services [Sections 203 and 231(b), Title II, WIA]

The term “adult education” means services or instruction below the postsecondary level for individuals:

- Who have attained 16 years of age;
- Who are not enrolled or required to be enrolled in secondary school under State law, and
- Who
 - a) Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - b) Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - c) Are unable to speak, read, or write the English language.

The term “adult education and literacy activities” means services or instruction in one or more of the following categories:

- Adult education and literacy services, including workplace literacy services
- Family literacy services
- English literacy programs

Certified Preschools and Licensed Child Day Centers

The definitions for these terms and conditions, and the Child Day Center Standards, are enforced by the Virginia Department of Social Services. Complete definitions and statutory requirements under the Code of Virginia can be found at the following Web sites:

Certified Preschools: <http://www.dss.virginia.gov/facility/preschool.html>

Licensed Child Day Centers: <http://www.dss.virginia.gov/facility/lcdc.html>

Community-Based Organization

This is a private nonprofit organization, representative of a community or significant segments of a community, that provides educational or related services to individuals in the community.

Eligible Entity

In terms of allowable applicants, the Even Start statute defines “eligible entities” as a partnership composed of both:

- a local educational agency (LEA), and
- a nonprofit community-based organization, a public agency other than a local education agency, an institution of higher education, or a public or private nonprofit organization, other than a LEA, of demonstrated quality.

Eligible Participants

Eligible participants are families with at least one parent or guardian who is eligible for participation in adult education services and who has a child or children ages birth to eight. Specifically, eligible participants are defined as follows:

1. An **eligible parent or guardian** is one who: (a) is eligible for participation in adult education under the Adult Education and Family Literacy Act, or (b) is within the State’s compulsory school attendance age range and the local school system provides the parent/teenager with the secondary or “adult” education component, with Even Start providing the other component services.

The Adult Education and Family Literacy Act defines an adult as an individual who is at least 16 years old or who is beyond the age of compulsory school attendance under State law. Adults eligible for services are those:

- who are not enrolled or required to be enrolled in secondary school;
- who lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a secondary school diploma or its recognized equivalent, and who have not achieved an equivalent level of education; or
- whose lack of mastery of basic skills results in an inability to speak, read or write the English language constituting a substantial impairment of their ability to get or retain employment commensurate with their abilities.

Section 14101(22) of ESEA and the *Guidance for the William F. Goodling Even Start Family Literacy Program* define "**parent**" as, in addition to a biological or adoptive parent, a legal guardian or other person standing "in loco parentis." Generally, “in loco parentis” means a person acting in place of a parent and may include a person such as a grandparent or stepparent with whom the child lives, or a person legally responsible for the child’s welfare.

2. **Eligible children** may be up to seven years old when a family begins to participate in the program and turn age eight during that year. The law allows children over the age of eight to be served as long as: (a) the parent has not achieved his/her educational goals and continues to participate in the required component services, in which case a family may continue to participate until the youngest participating child turns 10; and (b) the program collaborates with a program under Title I, Part A of the ESEA, NCLB and Title I, Part A funds contribute to the cost of providing Even Start services to those children.
3. **Other eligible participants** are parents or children who meet the descriptions above and attend **private schools** in the Even Start program’s service area. Even Start programs are required to contact local private schools and make them aware of the program’s eligibility criteria and available services. [See Superintendent’s Memo #174 dated August 25, 2005]

Within the age range of children that can be served, the focus of the program must be on families with young children and their parents who are eligible for services under the Adult Education and Family Literacy Act.

Family Literacy Services [Section 14101, Title I, Part B, ESEA]

This term means 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.
- An age-appropriate education to prepare children for success in school and life experiences.

Local School Division

This means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district or other political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

Scientifically-based Reading Research [Section 2252(5), Reading Excellence Act]

This term means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective and scientific review.

Urban/Rural Entities

The State defines “urban” eligible entities as those within Metropolitan Statistical Areas (MSA) as most recently designated by the United States Department of Census, and “rural” eligible entities as those outside the boundaries of MSA.

Virginia’s Foundation Blocks for Early Learning

This document can be found at the following Web site:

http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf

G. MEANINGFUL CONSULTATION AND EQUITABLE PARTICIPATION OF STUDENTS FROM NON PUBLIC SCHOOLS

Policies, Procedures and Guidance for the Even Start Family Literacy Program (Title I, Part B, Statute §§ 9501-9506 of the ESEA)

In accordance with the above-mentioned statute, local Even Start projects must inform and consult with appropriate private school officials in the geographic area served by the Even Start project concerning the participation of the private schools in federally-funded programs **before the project submits its application for funding**. This may be accomplished by the Even Start project being included in the process undertaken by its LEA Title I office; for example, listing Even Start as one of the programs in the LEA's annual letter to private schools. In addition to being included in their LEA's letter, if an Even Start project feels it is appropriate or necessary, it may send its own letter to private schools. Such letters should be delivered in a timely fashion, **at least six weeks before the Even Start proposal is due**, to allow private school officials to respond in time for any applicable services to be provided to any eligible students. For monitoring purposes, Even Start projects are required to have copies of these letters on file, including proof of how they are delivered (e.g., copy of certified mail receipt). Even Start programs are encouraged to work with their LEA Title I office to ensure that the letters contain the following information, at a minimum:

- The school year to which the letter applies.
- A list of the applicable federally-funded programs.
- The date, time and location of a meeting that private school officials can attend.
- A signature line and space for contact information of an authorized private school official.
- Options for how the private school officials can respond and a deadline for responding. For example, this portion of the letter may contain the following language:

Example

Please choose one of the following three options:

- #1 **YES**, we will consult with the public school administrator regarding our participation in federal programs. We understand that the consultation(s) will be meaningful and substantial, and will cover many practical aspects of operating federal programs.
- We can meet at the scheduled meeting time and location. The following person(s) will be present at the meeting:

- We are unable to attend the meeting and would like to reschedule. Please contact us.
- #2 **NO**, we will **not** participate in any of the federal programs.
- #3 We have additional questions. Please contact us.

According to the U.S. Department of Education, "eligible students are school-age children enrolled in private schools who receive Title I services." (Student Achievement and School Accountability Programs, Monitoring Plan for Formula Grant Programs, October 2006). **For Even Start projects, this means children in kindergarten through third grade who are in families who are eligible to receive Even Start services.**