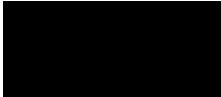
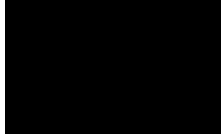
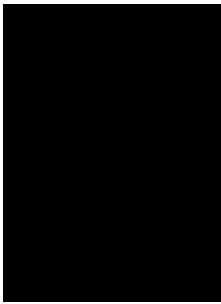


Commonwealth of Virginia  
Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120



Office of  
Adult Education  
& Literacy

**Application Packet**

**for**

**William F. Goodling Family Literacy Program  
Virginia Even Start**

**2004 - 2008**

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# **I. REQUEST FOR APPLICATIONS**

# REQUEST FOR APPLICATIONS

**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 Adult Education and Literacy  
P. O. Box 2120  
Richmond, VA 23218-2120

**TYPE OF FUNDING:** Even Start Family Literacy Program, P.L. 107-110, Title 1, Part B, Subpart 3, as amended

**PERIOD OF CONTRACT:** July 1, 2004 through August 31, 2008

## RECEIPT OF APPLICATIONS

The application packet (one with original signatures and four copies) may be mailed or hand-delivered to the appropriate address. Applications must be postmarked by midnight or hand-delivered no later than 4:30 p.m., March 19, 2004. Faxed or e-mailed copies will not be accepted. Applications not meeting postal or delivery deadlines will not be considered. Receipts for postal delivery services are recommended.

### Physical Address

Ms. Gloria Murphy, Administrative Assistant  
Office of Adult Education and Literacy  
James Monroe Building, 21<sup>st</sup> Floor  
101 North 14<sup>th</sup> Street  
Richmond, VA 23219

### Mailing Address

Dr. Yvonne V. Thayer, Director  
Office of Adult Education and Literacy  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120

All program questions should be directed to Dr. Dorothy Preston, [dpreston@mail.vak12ed.edu](mailto:dpreston@mail.vak12ed.edu) 804-225-3997. All budget questions should be directed to Lynn Godfrey, [lgodfrey@mail.vak12ed.edu](mailto:lgodfrey@mail.vak12ed.edu), 804-225-2850.

## **PURPOSE**

The purpose of Even Start is to help break the cycle of poverty and illiteracy by (1) improving the educational opportunities of families by integrating early childhood education, adult basic education, and parenting education into a unified family literacy program; and (2) by establishing programs that (a) are implemented through cooperative projects that build on high quality existing community resources to create a new range of services; (b) promote the academic achievement of children and adults; (c) assist children and adults from low income families to achieve challenging state content standards and challenging state student performance standards; and (d) use instructional programs based on scientific reading research that addresses the prevention of reading difficulties for children and adults, to the extent such research is available.

## **DEFINITION OF FAMILY LITERACY**

Federal legislation defines family literacy as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration to make sustainable changes in a family, and that integrate all of the following activities:

- Interactive literacy activities between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
- Age appropriate education to prepare children for success in school and life experiences.

## **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 should place documentation of such status in the appendix. Information demonstrating the quality of the organization’s services must also be included.

## **FUNDING AMOUNTS AND REQUIRED SOURCES**

In 2003-04, Virginia received approximately \$2.9 million in Even Start funding from the U.S. Department of Education and funded 18 local projects, state administration, training and technical assistance. Congress has not finalized the budget for next year; therefore, the allocation for 2004-05 Even Start funds is unknown at this time. The number of projects to be funded will be dependent upon Virginia's FY 2005 Even Start allocation from the federal government.

Applicants may request federal funding for a maximum of \$225,000. Applicants must also demonstrate their commitment to the project by providing a required local grantee contribution. The total cost of an Even Start project is comprised of the federal Even Start portion and that portion contributed by the eligible entity (and other partners). Applicants receiving funds must maintain and document local resources at the following levels:

First year	at least 10 percent of the total project cost
Second year	at least 20 percent of the total project cost
Third year	at least 30 percent of the total project cost
Fourth year	at least 40 percent of the total project cost
Fifth through eighth year	at least 50 percent of the total project cost
Ninth year and beyond	at least 65 percent of the total project cost

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

## **DURATION OF PROJECTS**

Even Start projects are usually awarded for a period of four years. Grants awarded in July 2004 will continue through August 31, 2008, if requirements are met. In order for a project to continue after the first year, the project must demonstrate progress in meeting objectives and the "Indicators of Program Quality for Even Start Programs in Virginia." Continuation applications for projects must be submitted for approval each year.

## **II. PREPARATION OF THE APPLICATION**

## **INSTRUCTIONS FOR SUBMISSION OF APPLICATION**

### **General Even Start Program Information**

Projects must be operated in compliance with the federal Even Start Statute, Subpart 3 of Part B of Title I of the No Child Left Behind Act of 2001. (The federal statute can be found at <http://www.ed.gov/legislation/ESEA02/pg6.html>.) All projects are built upon, and must address, the four required components: adult education, early childhood education, parent training or parent time, and parent and child interaction time.

All projects must operate on a year-round basis, including the provision of program services during the summer months, and also must include some home-based instruction for participating families. Even Start projects must provide intensive family literacy services and demonstrate collaboration among partners. They must involve both parents and children in cooperative, intergenerational projects that build on existing community resources. Children from ages birth through seven may be served, or a more specific age range may be targeted as long as services are provided for at least a three-year-age range.

Even Start programs are required to have a local evaluation of their program that will be used for program improvement.

Even Start Projects are required to report annually their progress on the “Virginia Department of Education Even Start Performance Indicators.” These indicators require Even Start sites to use the specific standardized tests to measure performance in adult education. Infants and preschool-aged children are assessed using at least one test specified in the indicators.

### **General Requirements for Application Preparation**

- (1) An original with signatures and four additional copies of the proposal must be submitted to the Department of Education. Officials authorized to negotiate grants or contracts should sign the original application in blue ink.
- (2) Failure to submit all information requested may result in the application being disqualified.
- (3) Mandatory requirements are those required by law or regulation, or are such that they cannot be waived and are not subject to negotiation.
- (4) Proposals should be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of the application. Emphasis should be placed on completeness and clarity of content.
- (5) The proposal must be double-spaced on one side of standard-size (8.5" x 11") paper. Please use a 12-point font that is easy to read.
- (6) The narrative section shall be no more than 20 pages in length. This does not include the budget sheets or appendices. Pages must be numbered, and a table of contents should be included. Resumes and proposal abstracts are limited to two pages each.



(7) Ownership of all data, materials, and documentation originated and prepared for the state pursuant to the competitive 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 which waives the right of copyright on the part of the state agency.

(8) The required state and federal assurances must be reviewed carefully. Authorized signatures constitute a legal agreement to adhere to the provisions of these assurances throughout the contract period.

(9) Budget proposals must not exceed the amount stated in the competitive grant application. Carryover funds are not allowed in Even Start projects.

(10) The proposed budget must include staff travel for a minimum of two project staff meetings.

(11) In order to be considered for selection, school divisions must submit a complete response to this competitive grant application.

## **REQUIRED APPLICATION COMPONENTS**

The application components should be included in the following order:

### **Application Cover Page**

The cover page must be submitted with all signatures and information completed. This includes the fax number and e-mail address for the contact person.

### **Abstract**

The abstract must include a description of the partnerships, a description of the program design, the number of families and children to be served, and the number of hours for each component, a description of the weekly schedule, location of the program and each component, and a description of transportation and child care. The abstract should be one single-spaced page.

### **Narrative**

The narrative must include the following areas:

#### ***Statement of Need***

Describe the geographic boundaries of the area to be served through this project. Information must be included that describes the needs of the population residing in the area, focusing on:

- poverty and needs of low-income children and their families;
- critical issues and problems of the community;
- the availability of preschool programs and percentages of students served and unserved by such programs;
- percentages of unemployment and illiteracy;
- the availability of adult literacy programs and the number of adults served and the number not served;
- limited English proficiency, or other need-related indicators, including handicapping conditions;
- a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in programs under Part A of Title I; and
- demographic, socioeconomic, or other data included in the description of needs. Comparisons should be made within Virginia only, and sources should be cited.

#### ***Program Model***

Describe the plan and procedures to be used for the identification and recruitment of eligible adults and children. Documentation that ensures the program will serve families most in need of services is required; the result of the local needs assessment should be included. An estimated number of adults and children to be served is also required; it is recommended that beginning programs plan to serve 25-30 families.

Describe procedures to be used in screening and preparing parents and children for participation in Even Start. Include methods of assessment, referral to counseling, and other developmental and support services or related services.

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

### Research Background

Provide a description of the specific family literacy model that the applicant proposes to implement, including limited research data on the model's effectiveness. (Research information on models is available from The National Center for Family Literacy - [www.famlit.org](http://www.famlit.org).)

### Model Implementation

Describe in detail how the model selected will be implemented in this program. Describe the mandated components (Early Childhood Education, Adult Education and Literacy, Parent and Child Together Time, Parent Education, and Home Visits). Clearly state the number of hours for each component, the weekly and yearly schedule, and the location of each component. **The program must operate on a year-round schedule, including the provision for instructional and enrichment services during the summer.** Indicate methods, materials, and other resources to be used and how each component will be monitored. Provide the transportation plan. Provide the childcare plan. All components must be intensive and focused. Please refer to *Guide To Quality* in the Resource Packet for recommended number of hours per component.

Requirements for each component:

Early Childhood Education	20+ hours per week
Adult Basic Education	15-20 hours per week
Parent-Child Interactions and Parenting Education	4-5 hours per week
Home Visiting	At least once a month

### Program Indicators

List local performance objectives, strategies to meet those objectives, and how the objectives align with “Virginia Department of Education Even Start Performance Indicators.” It is expected that the local program objectives and indicators of program quality will be more specific than the state plan. All objectives need to be clear, attainable, and measurable.

## Staff

Describe the qualified personnel who will be responsible for developing, administering, and implementing the program. Describe how the applicant will ensure proper and efficient administration of the project. Include the percentage of time specific personnel will be assigned to the project. Programs that have a full-time coordinator will be given highest priority for funding. **The applicant must sign an assurance that all staff hired, part-time or full-time, with Even Start funds will meet the legal qualification requirements in the law.** (See section 1235 (5)(A)(B)).

## Staff Development

Describe the staff development plan. This shall include family literacy training in the core Even Start services and some cross-disciplinary training. All staff, including administrators, must receive training in the operation of a family literacy program. Training will be available through the Department of Education.

## Activities, Services, and Timelines

- Describe activities that will be conducted to achieve identified goals and objectives. Include timelines and resources required. **For the first year of the project only**, list the individuals who will be responsible for each activity or service and the planned completion dates. Use a chart or table to display this calendar of events. For subsequent years of the grant, provide the following information:
  - Briefly describe the activities to take place in the second grant period, July 1, 2005 to August 31, 2006.
  - Briefly describe the activities to take place in the third grant period, July 1, 2006 to August 31, 2007.
  - Briefly describe the activities to take place in the fourth grant period, July 1, 2007 to August 31, 2008.
- List strategies to encourage participants to remain in the program for the full period of eligibility or for a time sufficient to meet program goals.

## *Degree of Cooperation, Collaboration, and Coordination*

Describe how the Even Start Family Literacy Program will be coordinated with any relevant programs assisted under the Adult Education and Family Literacy Act, the Individuals with Disabilities Act, the Workforce Investment Act, Head Start Programs, Title I, volunteer literacy programs, community-based organizations, institutions of higher education, private elementary schools, or other appropriate nonprofit organizations in carrying out the program for which assistance is sought. (Signed assurances indicating partnership efforts must be included in the Appendix.) The proposal should provide evidence of the following:

- The applicant is knowledgeable about Virginia's Welfare Reform Initiative and has consulted with the Department of Social Services before deciding on a service delivery model;
- Services offered by the applicant will build upon, but not duplicate, those being provided to project participants by the applicant or other service providers;

- The applicant has, in planning the project, engaged various providers in discussions with other service providers, including state and locally funded providers, resulting in firm agreements for specific cooperative activities.

The “Documentation of Partnership” must be completed, signed, and returned with the application packet as evidence of the collaboration between the applicant and the entity with which the applicant has and will collaborate in the planning and implementation of the program. The statement must be signed by the chief school administrator of the local school division and the chief executive officer of the community-based or other nonprofit organization, as appropriate.

### ***Potential of the Local Model***

Present a plan for evaluating the effectiveness of the program. Include methodology used to measure the progress and success of the project in achieving the stated objectives and strategies. The proposed project should show the potential of being used as a model that may be transferred to other local school divisions.

- The evaluation plan described in the application shall (a) measure the progress and success of the project in achieving the objectives and strategies that are aligned with “Virginia Department of Education Even Start Performance Indicators”; (b) utilize concrete and quantifiable means of measurement; (c) include, if possible, comparisons with control groups; and (d) assure that it will be used for continuous program improvement.
- The general components of the project shall be readily understandable and useable by other entities and based on scientifically-based reading research.
- The applicant shall demonstrate a willingness to serve as a model and to disseminate detailed information about the project to the Department of Education and to other local school divisions.

### **Budget**

In the first grant period for which this application is being submitted, the applicant and/or co-applicant/partner must provide at least ten percent of the total program cost. A budget summary sheet and a budget worksheet must be prepared for the current grant period only. This must include plans for summer programs. It is recommended that some cash be included in the local match requirement.

- Costs must be reasonable and associated with project needs.
- The applicant will make use of currently available resources such as facilities and equipment.
- The budget provides sufficient information to support the requested amount of funds.
- A list of materials and equipment expected to be purchased, along with a justification, must be included.

**EVEN START ASSURANCES**

The applicant hereby assures that:

1. The projects will comply with all requirements set forth by the Even Start legislation.
2. Local projects will use instructional programs based on scientifically-based reading research [as defined in Reading First in section 1208 of the ESEA] for children and adults.
3. Local projects will provide both enrichment and instructional services during the summer months as stated in Section 1235(8).
4. For project staff whose salaries are paid partially or totally with federal Even Start funds, local projects will meet the following requirements as stated in Section 1235(5):
  - Instructional staff will have obtained 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. All new staff hired will meet these qualifications when hired.
  - All early childhood teachers hired will be certified in early childhood education. Previous experience is preferred.
  - Instructional assistants who provide support for academic instruction will have a high school diploma or its recognized equivalent.
5. All early childhood programs will be licensed/accredited.
6. The administrator/coordinator of the program will have a bachelor’s degree or higher.
7. Funds will be expended according to the purpose and intent for which they were designated.
8. All projects will participate in the local, state, and national evaluation process. The local evaluation will be used for continuous program improvements.
9. An updated inventory of all equipment and nonconsumable materials will be available for review by state or federal officials.
10. Financial and compliance audits in accordance with the Single Audit Act will be performed.

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

**BE SURE TO ATTACH GENERAL ASSURANCES. Assurances must be signed by the applicant and co-applicant.**

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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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.**

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**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:

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 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.

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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

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**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a 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, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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**2. DEBARMENT, SUSPENSION, AND OTHER  
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

**3. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check  if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

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 reverse for public burden disclosure)

<p><b>1. Type of Federal Action:</b>  a. contract  _____ b. grant  c. cooperative agreement  d. loan  e. loan guarantee  f. loan insurance</p>	<p><b>2. Status of Federal Action:</b>  a. bid/offer/application  _____ b. initial award  c. post-award</p>	<p><b>3. Report Type:</b>  a. initial filing  _____ b. material change</p> <p><b>For material change only:</b>  Year _____ quarter _____  Date of last report _____</p>
<p><b>4. Name and Address of Reporting Entity:</b>  _____ Prime _____ Subawardee  Tier _____, if Known:</p> <p><b>Congressional District, if known:</b></p>		<p><b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b></p> <p><b>Congressional District, if known:</b></p>
<p><b>6. Federal Department/Agency:</b></p>	<p><b>7. Federal Program Name/Description:</b></p> <p>CFDA Number, if applicable: _____</p>	
<p><b>8. Federal Action Number, if known:</b></p>	<p><b>9. Award Amount, if known:</b></p> <p>\$ _____</p>	
<p><b>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):</b></p>	<p><b>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</b></p>	
<p><b>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.</b></p>	<p><b>Signature:</b> _____</p> <p><b>Print Name:</b> _____</p> <p><b>Title:</b> _____</p> <p><b>Telephone No.:</b> _____ <b>Date:</b> _____</p>	
<p><b>Federal Use Only</b></p>	<p><b>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</b></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.

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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**

## **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 individual with expertise in family literacy programs. These individuals will read the proposals, discuss as a group, and award points to each proposal according to the selection criteria described in this packet.

There are five categories that will be used by the review panel to rate each application.

Maximum Points	Grant Category
20	Statement of Need
45	Program Model
20	Degree of Cooperation, Collaboration, and Coordination
10	Potential of the Local Model
5	Budget

Following review and evaluation, applications selected as potential grant recipients will be notified by the 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 potential grant recipient and the Department of Education may enter into negotiations concerning such issues as program components or funding levels. If the negotiations do not result in an acceptable agreement, the 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, 2004. The Department of Education will notify in writing applicants not selected for funding.

**PART IV. REPORTING AND EXPENDITURE  
REQUIREMENTS**

## **REPORTING AND EXPENDITURE REQUIREMENTS**

The grantee shall provide the following documentation to the grants manager for approval by the Department of Education:

- A. REQUEST FOR REIMBURSEMENT & PROJCT EXPENDITURES LEDGER. Funds are provided on a cost-reimbursement basis. It is required that requests for reimbursements be submitted on a monthly or quarterly basis. Request for reimbursement must be received by June 5 in order to be paid by June 30. The FINAL REQUEST FOR REIMBURSEMENT is due no later than October 15 of each year.
- B. INTERIM REPORT. For approved projects beginning July 1, an interim report documenting progress that meets each objective and problems encountered to date is due by February 15 of each year. Additional information regarding interim reports will be found in the “Handbook for Even Start Family Literacy Programs.”
- C. FINAL REPORT. This report is due after the completion of the project. Additional information regarding final reports will be found in the “Handbook for Even Start Family Literacy Programs.”
- D. BUDGET AMENDMENT BETWEEN CATEGORIES FORM. A Budget Amendment Between Categories form must be submitted to the grants manager for all changes greater than ten percent of the grant award.



## **PART V. APPENDICES**

**DOCUMENTATION OF 2004-2005 PARTNERSHIP  
Between**

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**LEAD APPLICANT  
and**

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**CO-APPLICANT/PARTNER**

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

\_\_\_\_\_ have participated in the development of  
(Name of Organization/Agency)

this application and furthermore attest that as co-applicant/partner, we plan to participate in the following ways:

<b>Activities/Contributions to be Performed by Co-applicant/Partner</b>	<b>Financial Contributions by Partner</b>	<b>In-Kind Contributions by Partner</b>

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Applicant

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature of Co-Applicant/Partner

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Co-Applicant/Partner

\_\_\_\_\_  
Title

## DEFINITION OF TERMS

### **Eligible Participants**

According to the William F. Goodling Even Start Family Literacy Programs Statute, eligible participants are:

- (1) a parent or parents—
  - (A) who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or
  - (B) who are 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 subpart, or who are attending secondary school; and
- (2) the child or children, from birth through age 7, of any individual described in paragraph (1).

### **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.

### **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.

### **Eligible Organization**

This includes any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents As Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and the Home and School Institute, Inc. A copy of proof of 501(c)(3) status must be included for all applicants/collaborating partners who are not public educational institutions.

### **Urban/Rural Entities**

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

## EVEN START PROGRAM ELEMENTS

New applicants must show that they will provide services for children in at least a three-year age range. The required program elements include:

- (1) Identification and recruitment of 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.
- (2) Screening and preparing parents, including teenage parents, and children for full participation in the activities and services provided by the program, including testing, referral to necessary counseling, other developmental and support services, and related services.
- (3) Designing programs and providing support services (when unavailable from other sources) necessary for participation and appropriate to the participants' work and other responsibilities, including:
  - Scheduling and locating services to allow joint participation by parents and children;
  - Child care for the period that parents are involved in the program provided through Even Start funds; and
  - Transporting parents and their children to participate in the Even Start program.
- (4) Establishing high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs.
- (5) Assuring staff who are paid in part or in full with Even Start funds are highly qualified, as defined:

No later than December 21, 2004, the majority of individuals providing academic instruction in Even Start whose salaries are paid in whole or in part with Even Start funds must have an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education, and, if applicable, meet State qualification requirements for those areas. **All new personnel hired to provide academic instruction must meet these requirements.** (See section 1235(5)(B)(i)(ii) of the ESEA.)

The individual responsible for administration of family literacy services under Even Start has received training in the operation of a family literacy program.

Paraprofessionals who provide support for academic instruction and whose salaries are paid in whole or in part through Even Start funds must have a high school diploma or GED by December 21, 2004. This relates to both veteran and newly hired paraprofessionals. (See section 1235(5)(A)(iii) of the ESEA.)

- (6) Providing special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered as part of the Even Start program.
- (7) Providing and monitoring integrated instructional services for participating parents and children through home-based programs.
- (8) Operating on a year-round basis, including the provision of instructional and enrichment services during the summer months.
- (9) Coordinating programs assisted by Even Start funding with programs assisted by other parts of the No Child Left Behind Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act, and with the Head Start program, volunteer literacy programs, and other relevant programs.
- (10) Using instructional programs based on scientific reading research for children and adults, to the extent that research is available.
- (11) Encouraging participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
- (12) Including reading-readiness activities for preschool children based on scientific reading research, to the extent available, to ensure that children enter school ready to learn to read.
- (13) When applicable, promoting the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;
- (14) Ensuring that the programs will serve those families most in need of Even Start activities and services.
- (15) Providing an independent local program evaluation to be used for program improvement.

Even Start programs must be designed to build on existing high quality educational and support service programs for eligible families. Priority in awarding grants will be given to proposals that are located in empowerment zones and enterprise communities.

## **EVEN START PROGRAM REQUIREMENTS**

1. The Statement of Assurances must be included and signed by both the school division and the agency serving in partnership with the school division. The Document of Partnership form must be completed and signed by the co-applicant.
2. A list of equipment and materials anticipated for purchase must be included in all applications (new and continuing projects). Equipment purchases should not be a major part of the budget. Equipment needs beyond \$20,000 should be obtained through members of the partnerships or other sources. Justification of need must be included.
3. Continuation Eligibility - In awarding subgrant funds to continue a program under this grant for the second, third, or fourth year, the state educational agency shall review the progress of each eligible entity in meeting the objectives of the program as stated in section 1237 (c)(1)(A) and shall evaluate the program based on the indicators of program quality developed by the state.

The state educational agency may refuse to award subgrant funds if the Department of Education finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the state, after providing technical assistance to the eligible entity and affording the eligible entity notice and an opportunity for a hearing.

4. 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.
5. Proof of nonprofit status must be included for community-based organizations. 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.

The local school division is not required to submit proof of nonprofit status. This is a requirement for the co-applicant that submits a grant proposal with the local school division. Applications that do not have proof of nonprofit status for the designated co-applicant will not be reviewed or evaluated.

**COMMONWEALTH OF VIRGINIA**  
**Department of Education**  
*Office of Adult Education and Literacy*

<b>APPLICATION AGREEMENT FOR A DEPARTMENT OF EDUCATION GRANT OR CONTRACT AWARD</b>	
<b>EVEN START APPLICATION COVER SHEET</b>	
<b>1. Name and Address of APPLYING AGENCY</b>	
Name: _____	
Address: _____	City/State/Zip Code: _____
<b>2. Name and Address of Primary CO-APPLICANT of Grant</b>	
Name: _____	
Address: _____	City/State/Zip Code: _____
This application is for funding beginning July 1, 2004, through August 31, 2005.	
<b>3. Title of Local Project:</b> _____	
<b>4. Total Federal/State Amount Requested for this Fiscal Year</b>	\$ _____
<b>5. TOTAL AMOUNT OF BUDGET FOR CURRENT YEAR</b>	\$ _____
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	
<b>6. Typed Name and Signature of Applicant's Agency Head</b> Name: _____ Signature: _____	<b>8. Typed Name and Signature of Primary Co-Applicant</b> Name: _____ Signature: _____
<b>7. Typed Name and Signature of Fiscal Agent of Applicant:</b> Name: _____ Signature: _____	<b>9. Typed Name, Telephone and FAX of Project Director or Contact Person</b> Name: _____ Telephone: _____ FAX : _____ E-mail address (required): _____

## INSTRUCTIONS FOR THE PREPARATION OF THE BUDGET

1. The budget must be prepared using the appropriate categories with object codes on the budget summary sheet. Please comply with the definitions of each category in developing your project budget.
2. A budget summary sheet and a budget worksheet must be prepared for the first fiscal year.
3. All budget figures must be rounded to **whole dollars**.
4. Consultant travel expenses may not exceed prevailing state rates.
5. Examples of items not allowable in the project budget follow:
  - a. Alterations or renovations of buildings;
  - b. Construction of buildings or purchase of land or buildings;
  - c. Dues to organizations, federations, or societies;
  - d. Purchase of furniture or equipment unless approved in advance;
  - e. Charges for meals, banquets, coffee breaks, etc., unless a structured part of the contract is approved;
  - f. Establishment of contingency or petty cash funds;
  - g. Entertainment; and
  - h. Indirect cost.
6. Staff travel must be itemized and must not exceed prevailing state rates as indicated in the State Travel Regulations. Mileage is not to exceed 32.5 cents a mile. No out-of-state travel is authorized unless requested in advance and approved by the Office of Adult Education and Literacy. All out-of-state conferences (such as the annual conference of the National Center on Family Literacy) should be included in this application.
7. All budget changes greater than ten percent of the grant award must be approved by the grants manager.
8. A justification of materials and equipment to be purchased must be included in this section.
9. The cover sheet can be found at <http://www.pen.k12.va.us/VDOE/Instruction/Adult> (Bulletin Board).



## **EXPENDITURE CATEGORIES**

### **1000 Personal Services**

Salaries & Wages--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**

Services acquired from outside sources (i.e., private vendors, tuition, client/participant travel, day care, public authorities or other governmental entities, etc.).

### **4000 Internal Services**

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

### **5000 Other Charges**

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 which are consumed or materially altered when used, and includes minor equipment (less than \$1,000) which is not capitalized.

### **7000 Equipment**

Includes computers, furniture, and fixtures, and equipment in excess of \$1,000.

# VIRGINIA DEPARTMENT OF EDUCATION GRANTS ADMINISTRATION

## SUMMARY OF PROJECT BUDGET

July 1, 2004 – August 31, 2005

Grantee: \_\_\_\_\_

BY EXPENDITURE ACCOUNTS	FEDERAL AMOUNT	LOCAL AMOUNT (Include Other Contributions)	TOTAL AMOUNT
1. Personal Services (1000)	\$	\$	\$
2. Employee Benefits (2000)			
3. Purchased Services (3000)			
4. Internal Services (4000)			
5. Other Charges (5000)			
6. Materials and Supplies (6000)			
7. Equipment (7000)			
<b>TOTAL</b>	\$	\$	\$

**SAMPLE BUDGET WORKSHEET  
2004-2005**

OBJECT CODES	EXPENDITURES	FEDERAL AMOUNT	LOCAL AMOUNT	OTHER CONTRIBUTIONS	TOTAL AMOUNT
1000	PERSONNEL SERVICES 1 Project Director 1 Adult Teacher 1 Preschool Teacher 4 Paraprofessionals 1 Coordinator (10% Time) Bi-County Literacy Council Reading 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 Evaluation	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 Thematic Book Sets Parent Resource Center Materials Preschool/Nursery Supplies Instant Camera/Film/Video Tapes Cooking Supplies Car Seats Computer Software	6,000.00 4,000.00 7,000.00 1,500.00 1,000.00 500.00 500.00			6,000.00 4,000.00 7,000.00 1,500.00 1,000.00 500.00 500.00
7000	Equipment 3 Macintosh Computers 1 Printer Video Camera/VCR/Large Screen TV Camera Stand 4 carts for computers, TV, VCR	6,000.00 400.00 1,800.00 200.00 1,300.00			6,000.00 400.00 1,800.00 200.00 1,300.00
	GRAND TOTAL	\$186,845.00	\$16,866.00	\$5,016.00	\$208,727.00

## **VIRGINIA DEPARTMENT OF EDUCATION EVEN START PERFORMANCE INDICATORS**

**Purposes:** In accordance with the December 1998 amendments to the Even Start statute (Reading Excellence Act, P.L. 105-277), indicators of program quality have been developed for Even Start programs in Virginia. Section 1210 of the Act required States to use these indicators for: 1) evaluating Even Start projects' program performance and improvement; and 2) making decisions about continued funding. An updated (draft) set of performance indicators follows, and presents the standards by which program performance will be measured.

**Objectives and Indicators :** The performance objectives for Even Start programs in Virginia and the indicators by which performance will be judged are set forth on the next pages. The indicators reflect objective, measurable outcomes. Findings in the local evaluation will be used in determining the extent to which Even Start sites are meeting the indicators and objectives. This information will be supplemented by a review of local site performance reports by the Virginia Department of Education. The site's progress in achieving the results anticipated in the approved grant proposal will be assessed. Technical assistance will be provided to assist Even Start programs to achieve the results expected in the objectives and indicators.

**DRAFT**

**VIRGINIA DEPARTMENT OF EDUCATION  
EVEN START PERFORMANCE INDICATORS**

**DECEMBER 2003**

**Office of Adult Education and Literacy  
Virginia Department of Education**

Acknowledgments

The Virginia Department of Education Even Start Performance Indicators were developed through the collaborative effort of local Even Start Coordinators, state Department of Education staff, and outside consultant support. Appreciation is extended to those people for their input, time, and effort:

Kathy Hodges  
Jackie Rochford  
Danville Even Start

Lisa Ware  
Essex Even Start

Kathleen Halayko  
Falls Church Even Start

Trudey Sink  
Franklin County  
Even Start

Vanessa Bridgers  
Cheryl Williams  
Norfolk Even Start

Teresa Sweeney  
RMC Research  
Corporation

Jennifer Stuart  
Dorothy Preston  
Virginia Department of Education

**VIRGINIA DEPARTMENT OF EDUCATION  
EVEN START PERFORMANCE INDICATORS**

**DECEMBER 2003**

**INTRODUCTION**

The Virginia Even Start performance indicators lay the groundwork for a system of local program accountability. This system provides uniform and measurable assessment of program progress. Through the use of the outcome results, Even Start programs can plan and implement a well-integrated program of adult education, parenting education, parents and children together (PACT) activities, and home visits that focus on improving literacy skills of both the adult and the child.

**PERFORMANCE INDICATOR REQUIREMENTS**

Even Start law requires that states develop performance indicators. These indicators of program quality are used to monitor, evaluate and improve local programs.

Section 1240 of the Even Start law requires the development of performance indicators for adults and children in the following areas:

For adult learning, indicators must address:

- Achievement in reading, writing, English-language acquisition, problem solving, and numeracy, and
- Entry into postsecondary education, a job training program, or employment or career advancement, including the military, and
- Receipt of a high school diploma or GED, and
- Other indicators as Virginia may develop.

For children's learning, indicators must address:

- Improvement in ability to read on grade level or reading readiness, and
- School attendance, and
- Grade retention and promotion; and
- Other indicators as Virginia may develop.

## Virginia Even Start State Performance Measures

**Goal 1: Program staff will provide high quality, well-integrated services designed to meet the needs of participating families in their community.**

Performance Indicator	Resources/Definitions/Measures
<p>1.1 One hundred percent of programs will provide the following four components of service in a well-integrated, intensive manner of substantial duration, which facilitates sustainable changes in families:</p> <ul style="list-style-type: none"> <li>▪ Parent literacy training that leads to economic self-sufficiency <b>{Adult Education}</b></li> <li>▪ Training and support for parents regarding how to be the primary teacher for their children and how to be full partners in the education of their children <b>{Parenting Support}</b></li> <li>▪ Interactive literacy activities between parents and their children <b>{Parent and Child Together [PACT] Time}</b>; and</li> <li>▪ An age-appropriate education to prepare children for success in school and life experiences <b>{Early Childhood Education}</b>.</li> </ul>	<p><b>Guide to Quality: Even Start Family Literacy Programs</b>, prepared by RMC Research Corporation, identifies quality indicators for effective Even Start programs, including self-review for staff development and program improvement.</p>
<p>1.2 One hundred percent of programs will offer year-round services.</p>	
<p>1.3 One hundred percent of programs will collaborate with public schools and other educational and community programs.</p>	<p>Guidance for the William F. Goodling Even Start Family Literacy Programs (Sept. 2003) – Program Elements</p>



**Goal 2: The literacy of participating adults will improve.**

Performance Indicator	Resources/Definitions/Measures
<p>2.1 After 120 hours of adult participation in the program, 50 percent of parents will achieve education goals as indicated in the goals information section of their intake form.</p> <p><b>Adult Education Goals</b></p> <ul style="list-style-type: none"> <li>▪ Adult English language learner advancement to the next instructional level</li> <li>▪ Adult Basic Education student advancement to the next instructional level</li> <li>▪ Earning of a high school diploma or a General Educational Development Certificate (GED)</li> <li>▪ Employment</li> <li>▪ Advancement in current employment</li> </ul>	<p>Measures: TABE/CASAS/BEST</p> <p>Adult English Language Learner instructional levels based on BestPlus/BESTEL/BEST scores as follows:</p> <ul style="list-style-type: none"> <li>▪ Low Beginning</li> <li>▪ High Beginning</li> <li>▪ Low Intermediate</li> <li>▪ High Intermediate</li> <li>▪ Advanced/Bridge to Academics.</li> </ul> <p>Adult Basic Education and GED instructional levels based on <b>CASAS</b> or <b>TABE</b> scores are as follows:</p> <ul style="list-style-type: none"> <li>▪ Beginning ABE Literacy</li> <li>▪ Beginning Basic Education</li> <li>▪ Low Intermediate Basic Education</li> <li>▪ High Intermediate Basic Education</li> <li>▪ Low Adult Secondary (GED)</li> <li>▪ High Adult Education (GED).</li> </ul> <p>Enrollment in skills occupation.</p>

**Goal 3: Participating parents will foster their children’s literacy development and success in school.**

Performance Indicator	Resources/Definitions/Measures
<p>3.1 After 100 hours of family participation in the program, 100 percent of parents will achieve at least two goals that are age appropriate for their child(ren) as measured by informal assessments of self-assessment.</p> <p><b>Goals for parents with primary-grade children (kindergarten through age 3)</b></p> <ul style="list-style-type: none"> <li>▪ Homework assistance</li> <li>▪ School involvement through participation in parent-teacher conferences, classroom PACT activities, and/or school volunteer work</li> <li>▪ Active participation in a home reading plan, or regular reading with child</li> <li>▪ Demonstration of an understanding and ability to support the child in meeting the Virginia academic Standards of Learning in reading, writing, and mathematics</li> </ul> <p><b>Goals for parents with toddlers (18 months to 3 years of age) and preschool children (3 to 5 years of age)</b></p> <ul style="list-style-type: none"> <li>▪ Participation in frequent and complex verbal interactions, including asking meaningful open-ended questions, being an attentive listener, and participating in imaginative play</li> <li>▪ Participation in active, shared reading of a variety of high-quality books</li> <li>▪ Sustained, regular interactions related to child’s interests and abilities</li> </ul>	<p>100 hours of participation are obtained after approximately one year of regular attendance in the Even Start Program.</p> <p>To document mastery, a goal requires the behavior to be maintained for a minimum of six months.</p> <p>Virginia Standards of Learning provide guidance regarding the content students should study and master to become effective readers, writers, and speakers.</p>

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**Goal 3: continued**

<b>Performance Indicator</b>	<b>Resources/Definitions/Measures</b>
<ul style="list-style-type: none"><li>▪ Provision of simple art materials such as crayons, markers, and large paper for exploring and manipulating</li><li>▪ Regular interactions related to numeracy</li></ul> <p><b>Goals for parents with infants (birth to 18 months of age)</b></p> <ul style="list-style-type: none"><li>▪ Provision of simple verbal stimulation, frequent eye contact, and responsiveness to child's cues and language attempts</li><li>▪ Frequent playing with, talking to, singing to, and use of infant's name</li><li>▪ Demonstrated understanding of appropriate expectations of child's language, social, emotional and motor skills</li></ul>	

**Goal 4: Participating children will demonstrate success in school.**

<b>Performance Indicator</b>	<b>Resources/Definitions/Measures</b>
<p>4.1 After 100 hours of family participation in the program, 80 percent of primary-grade children will be reading at grade level or will demonstrate one year's growth in literacy skills within one year as measured by age-appropriate assessment instruments, including LEA testing and reading assessments.</p>	<p>Measures: Tests required by the student's schools</p>
<p>4.2 After 100 hours of family participation in the program, 75 percent of preschool-age children will be functioning at age-appropriate levels of development or will demonstrate one year's growth in reading readiness skills within one year as measured by age-appropriate assessment instruments.</p>	<p>Measures (at least one must be used): DP-11; COR; Ages and Stages; DIAL-3; Pre-K PALS; PPVT-III; E-LAP (infant/toddlers)</p>
<p>4.3 After 100 hours of family participation in the program, 100 percent of primary-grade children will attend public school</p>	<p>The Code of Virginia, section 22.1-254, outlines mandatory school attendance.</p>
<p>4.4 After 100 hours of family participation in the program, 80 percent of primary-grade children will be promoted to the next grade level</p>	

**Goal 5: Participating families will become more self-sufficient**

<b>Performance Indicator</b>	<b>Resources/Definitions/Measures</b>
<p>5.1 After 300 hours of family participation in the program, 50 percent of parents will achieve self-sufficiency goals according to their intake form goals.</p> <p><b>Self-sufficiency Goals (examples):</b></p> <ul style="list-style-type: none"> <li>▪ Obtaining and holding a job for six months</li> <li>▪ Improving employment status</li> <li>▪ Improving skills in current job</li> <li>▪ Increasing involvement in community activities</li> <li>▪ Increasing involvement in children’s activities</li> </ul>	<p>Improved employment status includes obtaining a raise, a promotion, or a different job with better hours, wages, or working conditions</p> <p>Increase in community activities includes any of the following:</p> <ul style="list-style-type: none"> <li>▪ Registering to vote and/or voting</li> <li>▪ Regularly using the public library</li> <li>▪ Obtaining a driver’s license</li> <li>▪ Entering a branch of the armed services</li> <li>▪ Obtaining U.S. citizenship</li> </ul>