Ohio | Department of Education

EVEN START FY2010 COMPETITIVE READING

SCORING TOOL/RUBRIC

WITH GUIDANCE

GENERAL INFORMATION

Even Start Family Literacy Programs provide ***intensive family literacy services*** that involve parents and children, in an effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners. The purpose of the Even Start program is to help break the cycle of poverty and low literacy by improving the educational opportunities of low-income families through a cooperative learning effort.

Even Start is intended to serve the State's most disadvantaged families. Even Start applications must build on existing community resources of high quality to create intensive family literacy services. The term "family literacy services" 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 (also known as **PACT**);
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children (**Parenting Education**);
- parent literacy preparation that leads to economic self-sufficiency (**Adult Education**); and,
- an age-appropriate education to prepare children for success in school and life experiences (**Early Childhood Education**).

Even Start Family Literacy projects must demonstrate that their programs and services are of high quality and that resources are used efficiently and effectively. Applications must address the eleven Ohio Even Start Performance Indicators and the required fifteen Program Elements (Sec. 1235 of the Even Start Law) among other things. See Indicators and Elements listed below.

OHIO EVEN START FY2010 PERFORMANCE INDICATORS

Performance Indicator 1.a. 100% of children, ages 0-3, whose families have participated in Even Start for at least four months will demonstrate progress in reading and reading strategies as measured by the set of child observation scales called the Measurement and Planning System (MAPS) found in the Galileo software package.

1.b. 100% of children, ages 3-5 (and not in Kindergarten), whose

families have participated in Even Start for at least four months will demonstrate progress in reading and reading strategies as measured by the assessment called Individual Growth and Developmental Indicators (IGDI).

Performance Indicator 2: 100% of children who are age eligible for admittance to kindergarten by Ohio law and whose families have participated in Even Start for at least four months will have written transition plans to maintain educational continuity.
Performance Indicator 3: 90% of children, grades 1 through 3, whose families are enrolled in Even Start from at least November 1 to June 1 of the program year are promoted as determined by school district policy.
Performance Indicator 4: 80% of children attending school grades K-3 whose families have participated in Even Start for at least four months will have a school attendance rate of 90% or better.
Performance Indicator 5: 75% of adult Even Start participants who have identified achievement in basic skills (i.e., reading, writing, English language acquisition, problem solving, and numeracy) as a primary or secondary goal will complete or progress toward this goal during the program year.
Performance Indicator 6: 20% of adult Even Start participants who have identified enrollment in post-secondary education or training, including adult career-technical education, as a primary or secondary goal will enroll in such an educational training program during the program year...
Performance Indicator 7: 25% of adult Even Start participants who have identified placement in unsubsidized employment as a primary or secondary goal will become employed during the program year.
Performance Indicator 8: 40% of adult Even Start participants who have identified receipt of a secondary school diploma or Ohio High School Equivalence Diploma/GED as a primary or secondary goal will earn a secondary school diploma or Ohio High School Equivalence Diploma/GED during the program year.
Performance Indicator 9: 75% of the parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least 0.3 gain in supporting interactive literacy activities as indicated on the Parenting Education Profile.
Performance Indicator 10: 50% of the parents who have participated in Even Start for at least four months within the reporting year will demonstrate at least 0.3 gain in supporting children's learning in formal education settings as indicated on the Parenting Education Profile.
Performance Indicator 11: 100% of Ohio Even Start programs will conduct summer instructional and enrichment activities in all four components within the months of June, July and August.

THE FIFTEEN REQUIRED PROGRAM ELEMENTS (SEC. 1235)

Each program assisted under this subpart shall —

(1) include the identification and recruitment of families most in need of services provided under this subpart, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

(2) include screening and preparation of parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counseling, other developmental and support services, and related services;

(3) be designed to accommodate the participants' work schedule and other responsibilities,

including the provision of support services, when those services are unavailable from other sources, necessary for participation in the activities assisted under this subpart, such as —

(A) scheduling and locating of services to allow joint participation by parents and children;

(B) child care for the period that parents are involved in the program provided under this subpart; and

(C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this subpart;

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

(A) not later than December 21, 2004 —

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

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

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

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

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

(B) all new personnel hired to provide academic instruction —

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

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

program or another family literacy program;

(6) include special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;

(7) provide and monitor integrated instructional services to participating parents and children through home-based programs;

(8) operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months;

(9) be coordinated with —

(A) other programs assisted under this Act;

(B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and title I of the Workforce Investment Act of 1998; and

(C) the Head Start program, volunteer literacy programs, and other relevant programs;

(10) use instructional programs based on scientifically based reading research for children and adults, to the extent that research is available;

(11) encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;
(12) include reading-readiness activities for preschool children based on scientifically based reading research, to the extent available, to ensure that children enter school ready to learn to read;
(13) if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;
(14) ensure that the programs will serve those families most in need of the activities and services provided by this subpart; and
(15) provide for an independent evaluation of the program, to be used for program improvement.

FY2010 EVEN START SCORING INSTRUMENT/RUBRIC

Please read the entire application through once before using the following criteria for evaluation to rate each specific application response according to the six-point scale provided. There is a total of seventeen (17) items for evaluation and rating.

1. Needs Assessment

Areas to be served by an Even Start family literacy program must have a high percentage or a large number of children and families who are in need of such services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in programs under Title I.

1) Relevant data to substantiate the need for Even Start funding is provided.

1 = No evidence is presented to show the need for this program.
2 = Minimal evidence is presented to show the need for this program.
3 = Some evidence is presented to show the need for this program; however, there are some inconsistencies in the data supplied.
4 = Several strong pieces of evidence are presented to show the need for this program.
5 = Very strong, relevant evidence is presented to show the need for this program.
6 = High level of relevant evidence is presented showing significant need for this program.

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2. Integration into Continuous Improvement Plan

A Local Educational Agency (LEA) is one of the required partners for application for Even Start funding along with at least one non-LEA entity. The LEA is not required, however, to be the fiscal agent. Whether the LEA is the applicant or co-applicant, does the application show that this grant is supported by the partnering Local Education Agency (LEA)? Does the application show that the Even Start project enhances the current efforts of the LEA toward improvement in student performance? To what extent is joint planning between partners and alignment of goals evident?

2) The support, joint planning, and alignment of goals between the required partners (an LEA and at least one non-LEA entity) are clearly demonstrated.

1 = No evidence is presented to show support, joint planning, and alignment of goals.
2 = Minimal evidence is presented to show support, joint planning, and alignment of

goals.
3 = Some evidence of support, joint planning, and alignment is presented, but pieces are missing or not clearly described.
4 = Good evidence is presented to show support, joint planning, and alignment of goals with developing methods for integration into existing plans for improvement.
5 = Several strong pieces of evidence are presented to show support, joint planning, and alignment of goals with well-developed methods for integration into existing plans for improvement.
6 = Exceptional evidence is presented showing significant support, joint planning, and alignment of goals; plans for integration are extremely well thought-out and likely to produce significant positive results.

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3. Capacity to Implement

According to Even Start law, applications must show evidence that the proposed program will most likely be successful in (1) implementing a program through cooperative partnerships that build on community resources that will improve the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, and (2) implementing the fifteen Required Program Elements (see pages 2-4 for a list of the Program Elements).

Relevant information to substantiate the capacity to implement may include former projects of similar size and/or scope, current or previous partnerships that address like goals and/or targets as well as descriptions of steps to be taken to ensure success if awarded this grant.

3) The applicant clearly shows this proposed program's capacity to implement comprehensive family literacy services as related to the law's criteria for success.

1 = No evidence is presented to show capacity or ability to implement this four-component program.
2 = Minimal evidence is presented showing limited potential to implement a comprehensive four-component program; evidence to demonstrate past projects of similar size and scope is vague and/or ill-defined.
3 = Some evidence is presented to show capacity to implement, but information to show potential for success is not consistent or is not clearly described; demonstration of past projects of similar size and scope is small.
4 = Good evidence is presented to show capacity to implement; previous partnerships seem established to support implementation of this project.
5 = Strong evidence is presented to show capacity to implement including previous partnerships and demonstrated successes with projects of similar size and scope.
6 = Very strong, relevant evidence is presented showing significant capacity to implement; steps to ensure the success of this project are clearly articulated; substantial previous partnerships are well established for implementation of project.

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4) Partnership Commitment: Stakeholder Involvement/Collaboration

Program collaboration and coordination are critical elements when creating and implementing an Even Start family literacy project. Does the applicant identify major partners who will provide academic and support services for the program? To what extent does the applicant sufficiently describe each partner's role and level of commitment in the provision of comprehensive family literacy services to families most in need?

4) The application provides evidence of commitment and collaboration among stakeholders.

1 = No evidence is presented to show sufficient and committed partnerships for

successful program implementation; plan seems to be the design of one or two groups only.
2 = Minimal evidence is presented to show sufficient and committed partnerships for successful program implementation; the evidence is not significant enough to assure project success.
3 = Some evidence is presented to show sufficient partnerships for successful implementation, but information is missing or not clearly described; partners' roles are not sufficiently described and/or stakeholders seem to play a minor role in the project.
4 = Good evidence is presented to show sufficient and committed partnerships for successful program implementation with a developing plan for involvement of stakeholders.
5 = Strong evidence is presented to show sufficient and committed partnerships for successful program implementation; a clear and deliberate plan is presented for involvement.
6 = Exceptional evidence is presented showing significantly committed partnerships for successful program implementation; specific and well-defined roles are presented for partners who will actively participate in this project; a model plan is presented.

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5. and 6. and 7. Goals, Strategies, and Action Steps

(The evaluation of these elements is divided into <u>three parts</u> as described below.)
This section of the application should reflect <u>exactly what the program intends to do to</u> <u>achieve intense, high quality services in all four components</u>. That is, the District/Agency Plan should contain at <u>least one Goal</u> and <u>at least one Strategy</u> that relate specifically to the provision of family literacy services. The suggested goal for Even Start was Reading/Language Arts. The suggested strategy for Even Start was Comprehensive Family Literacy Services. Applicants are not required to use these recommendations, but the goal(s) and strategy(s) used should reflect the fundamental purpose of Even Start.

<u>Multiple Action Steps</u> should be listed and should describe activities that can result in achievement of program and participant outcomes especially as related to Ohio's Even Start Performance Indicators and the program's self-determined goals that involve program issues such as recruitment, retention, attendance, etc. The fifteen Required Program Elements should also be addressed in this part of the application.

Readers should consider each Action Step list carefully because this is the "meat" of the program's work. Action Steps should be clear and specific so the reader sees exactly what will occur in curriculum, assessment, instruction, professional development, parent's participation, etc., as appropriate.

Including benchmarks and evaluation methods was OPTIONAL and <u>should not</u> be considered in the rating process.

5) The applicant provides <u>at least one goal and one strategy</u> that clearly relates to family literacy services <u>AND</u> demonstrates a plan in the form of Action Steps to assure achievement of <u>Performance Indicators 1-11</u> (related to participant success through the delivery of quality instruction).
1 = There is no evidence of at least one effective goal and strategy related to comprehensive family literacy services AND/OR no evidence is presented to show a plan (in the form of Action Steps) to ensure successful participant outcomes (Performance Indicators 1-11).
2 = There is minimal evidence of at least one effective goal and strategy related to

comprehensive family literacy services AND/OR minimal evidence is presented to show an effective plan (in the form of Action Steps) to ensure successful participant outcomes (Performance Indicators 1-11).

3 = There is some evidence of a goal and strategy related to comprehensive family literacy AND some evidence is presented to show an effective plan (Action Steps) to ensure positive participant outcomes (Performance Indicators 1-11), but the plan is incomplete or not clearly described.

4 = There is evidence of a goal and strategy related to comprehensive family literacy AND good evidence is presented to show an effective plan (Action Steps) to ensure positive participant outcomes (Performance Indicators 1-11).

5 = There is evidence of a goal and strategy related to comprehensive family literacy AND strong evidence is presented to show an effective plan (Action Steps) to ensure positive participant outcomes (Performance Indicators 1-11); the plan has a high likelihood for success in producing positive participant outcomes.

6 = There is evidence of a goal and strategy related to comprehensive family literacy AND exceptional evidence is presented to show an effective plan (Action Steps) to ensure positive participant outcomes (Performance Indicators 1-11); the plan is well thought-out and likely to produce significant participant outcomes; the plan could be used as a model.

6) The applicant clearly demonstrates a plan in the form of Action Steps to assure achievement of the fifteen Required Program Elements (see pages 2-4 of this document).

1 = No evidence is presented to show an effective plan in the form of Action Steps to ensure fulfillment of the 15 Required Program Elements.

2 = Minimal evidence is presented to show an effective plan in the form of Action Steps to ensure fulfillment of the 15 Required Program Elements.

3 = Some evidence of an effective plan in the form of Action Steps to ensure fulfillment of the 15 Required Program Elements, but plan is incomplete or not clearly described.

4 = Good evidence is presented for an effective plan in the form of Action Steps to ensure fulfillment of the 15 Required Program Elements.

5 = Strong evidence is presented for an effective plan in the form of Action Steps to ensure fulfillment of the 15 Required Program Elements; the plan has a high likelihood for success.

6 = Exceptional evidence is presented for an effective plan in the form of Action Steps to ensure fulfillment of the 15 Required Program Elements; the plan is highly likely to produce significant outcomes; the plan could be used as a model.

7) The applicant clearly demonstrates a plan in the form of Action Steps to assure achievement of program outcomes (program's delivery of quality services to assure participation and positive outcomes for families most in need).

1 = No evidence is presented to show an effective plan in the form of Action Steps to assure achievement of high-quality program outcomes.

2 = Minimal evidence is presented to show an effective plan in the form of Action Steps to assure achievement of high-quality program outcomes.

3 = Some evidence of an effective plan in the form of Action Steps to assure achievement of high-quality program outcomes, but plan is incomplete or not clearly described.

4 = Good evidence of an effective plan in the form of Action Steps to assure achievement of high-quality program outcomes.

5 = Strong evidence of an effective plan in the form of Action Steps to assure achievement of high-quality program outcomes; the plan has a high likelihood for success in producing positive participant outcomes.

6 = Exceptional evidence of an effective plan in the form of Action Steps to assure achievement of high-quality program outcomes; plan is highly likely to produce significant participant outcomes; plan could be used as a model.

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8. Scientifically Based Research

By law, Even Start instructional programs must be based on scientifically based reading research (SBRR) for children and adults, to the extent that research is available. The application should show (1) curricula to be used in each component AND (2) evidence that each listed curriculum is based on scientifically-based reading research (SBRR) as available. [Please note that vendor's or developer's evaluation of their own materials is not considered SBRR.]

8) The application provides a clear plan and evidence of incorporating scientifically based research related to the four components of this program.

1 = No evidence of incorporating scientifically based research.
2 = Plans and evidence of using scientifically based research are unclear or insignificant.
3 = Some evidence of incorporating scientifically based research, but information is incomplete or not clearly described.
4 = Good plans to incorporate scientifically based research in at least three components; some examples of SBRR curricula are given with cited evidence.
5 = Plans to incorporate scientifically based research are solid; strong examples of scientifically based curricula are presented for all four components.
6 = Plans to incorporate scientifically based research are extremely well thought-out; high level of use of SBRR curricula in all four components is clearly described.

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9. Professional Development

Staff development must be systematic, intensive, and ongoing. In this section, applicants should describe the program's professional development plans that include at least the proposed method of delivery of relevant, sustained, high quality professional development for instructors, aides, care givers, administrators, and others connected with the program. A well-thought out plan will include incentives and benchmarks where appropriate (for example, minimum number of hours of continuing education required, acquisition of specific certifications, attendance requirements, etc.). Occasional participation in conferences and/or one-time workshops does not fulfill the definition of sustained, high quality professional development found in NCLB legislation. Note, also, that the professional development plans should align with the Action Steps described for the project design.

9) The applicant presents a specific plan for high quality professional development that supports the goals, strategies, and Action Steps identified for the program.

1 = Plans for effective professional development are not evident.
2 = Plans for effective professional development are unclear, ill-defined, not significant, and/or not realistic.
3 = Plans are in place, but are unlikely to bring about positive results; pieces are missing or not clearly described.
4 = Plans for effective professional development are good but may not be fully aligned with goals, strategies, and Action Steps outlined for the project.
5 = Plans for effective professional development are noteworthy and hold promise of producing positive results.
6 = Plans for effective professional development are extremely well thought-out and are likely to produce positive results; the plans could serve as a model.

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10. Program Evaluation

Even Start programs are required by law to conduct an independent (external) local evaluation. The evaluation of the program must measure, report, and analyze program results in order to demonstrate the successes of the project and to identify areas for continuous improvement,

especially as related to participant outcomes. Applicants should describe the proposed local evaluation process (who, what, where, when, how).

10) The application presents an effective independent local evaluation plan.
1 = No evidence is presented to show an effective local evaluation plan.
2 = Minimal evidence is presented to show an effective local evaluation plan; evidence is unclear, ill-defined, not significant, and/or not realistic.
3 = Some evidence is presented to show a local evaluation plan, but information is incomplete or not clearly described.
4 = Good evidence is presented to show an evaluation plan, but the plan may not be very effective.
5 = Strong evidence is presented to show an effective local evaluation plan; the plan holds promise of producing positive results.
6 = The plan for local evaluation is exceptional and extremely well thought-out; the plan is likely to produce positive results; the plan could serve as a model.

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11. Budget/Allocation of Resources/Costs/Budget Integration

The budget should indicate specifics of how funds will be spent. The costs must be reasonable in relationship to the goals, strategies, and proposed Action Steps. The budget narrative must provide sufficient information to support the requested amount of funds. Narrative **information must be included for both federal and local shares including the source of the local share.** A discussion of alignment between each expenditure and the program's goals is OPTIONAL for Even Start and should not be considered in the rating process.

11) The application demonstrates a clear, efficient and effective budget that supports the programs goals, strategies, and Action Steps.
1 = No evidence is presented to show reasonable and justified expenditures that have a relationship with project goal(s), strategy(s), and Action Steps; expenditures are inappropriate.
2 = Budget is ill-defined and unclear as to reasonable and justified expenditures and/or relationship with project goal(s), strategy(s), and Action Steps; some expenditures are inappropriate.
3 = Budgeted funds are appropriated correctly, but explanations of expenditures seem to have little relationship with project goal(s), strategy(s), and Action Steps.
4 = Budgeted funds are appropriated correctly; explanations of expenditures are clear and most expenditures seem to align with project goal(s), strategy(s), and Action Steps.
5 = Budgeted funds are appropriated correctly; clear, sound explanations are included; budget is reasonable and aligns with project Action Steps.
6 = Highly efficient budget with appropriate allocations is presented; strong leveraging of funds is demonstrated for meeting project goal(s), strategy(s), and Action Steps.

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12. Timeline

New applicants should develop a reasonable and effective plan for full implementation of the four-component, integrated program within six months of the award.

12) A specific timeline for program implementation is provided.
1 = A specific timeline is not presented.
2 = Some form of a timeline is presented, but the information is unclear or unreasonable.
3 = A timeline is presented, but pieces are missing or not described; the likelihood of achieving the implementation goals can not be determined.
4 = A good timeline is presented and has some likelihood for success in attaining implementation goals.
5 = A solid, detailed timeline is presented; there is a high likelihood that the implementation goals are attainable.
6 = An excellent timeline is presented; appropriate activities for complete implementation are described in an attainable timeframe.

13. Continuation

By law, applicants' federal funding decreases each year; therefore, programs must develop a plan for continuation as funds decrease or end. The applicant should present an effective and realistic plan for continuation as funding is reduced or ended.

13) A clear plan for sustaining the program beyond this round of funding is articulated in the application.
1 = There is no evidence of a plan for continuation.
2 = Few plans are in place for continuation and/or not likely to yield high success; cursory attention has been paid to development of continuation plans.
3 = A plan for continuation is presented but unlikely to bring success in continuation.
4 = Plans for continuation are good and several examples are cited as to how continuation will occur.
5 = Continuation plans are solid and hold promise of producing continuation; strong evidence is given.
6 = Continuation plans are extremely well thought-out and have a high likelihood for success; high level evidence is presented.

Sections Related to Even Start Requirements:

14. Specific Target Population

Even Start programs must serve, by law, those "eligible" families who are "most in need" of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators. Federal guidelines state that "it is important to note a distinction between families that are considered 'eligible' for Even Start services and those actually served by a project. **Even Start projects serve a small subset of the 'eligible' population and must target families who are most in need of services" in that community.**

Applicants must conduct a needs survey to determine the population most in need of Even Start services in the area to be served (a subset of all who are eligible). This section of the application must describe and justify the specific subset to be served. A general response, such as "*All families whose adults meet the ABLE criteria and who have children between the ages of birth and age eight*," would not be an acceptable description of the specific target population because it is too broad a description.

14) The applicant clearly describes a specific target population and effectively justifies the choosing of that target population.
1 = No identification of a specific target population is made.
2 = Some identification and/or justification of a target population is given, but information is not clearly described.
3 = Identification of a target population is given, but a justification of the choice is not clear or well-defined.
4 = Good identification and reasonable justification of a specific target population is given.
5 = Strong identification of a specific target population is given with clear justification; the needs of the target population are clear.
6 = Exceptional identification and justification of a specific target population is given; choice of target population is well thought-out and clearly described.

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15. Alignment: Tracking and Management System
The Even Start program's Action Steps must clearly link to (1) the goals and strategies for students' long-term achievement as outlined in the District/Agency Plan, (2) the Ohio Even Start Performance Indicators, and (3) other program considerations for the operation of a high-quality, intense comprehensive family literacy program.

In this section, applicants must describe the process that will be in place for ongoing tracking of progress toward achievement of program goals that are critical for the success of a program and its participants. So, the applicant should describe an effective system for tracking such factors as eligibility, hours of attendance, retention, participant outcomes, professional development requirements, etc., through the program year. Also, the applicant should describe effective steps to track the alignment between the program's Action Steps and the related goals and strategies in the District/Agency Plan. In addition, the applicant was asked to include a description of the program's management plan and its relationship to the tracking process.

15) The application describes an effective tracking and management plan.
1 = No evidence is presented of a tracking and/or management plan.
2 = The tracking and management plan is ill-defined or vague.
3 = Some description of a tracking and management plan is presented, but the information is not complete or clearly described.
4 = A good tracking and management plan is presented but may not be reasonable for total implementation of the plan.
5 = A strong tracking and management plan is in place with a good chance of success in implementation of the plan.
6 = An excellent tracking and management plan is in place; the plan is well thought-out and has a high degree of likelihood for success; the plan could serve as a model.

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16. Plan of Operation for Instructional Service Delivery: Implementation of an integrated, four component program within six months of an award requires that partnerships have a clear proposed plan of operation for service delivery before receiving funding. In this section, the applicant must show a clear picture of proposed site location(s), instructional services offered at each site, providers for each service, and hours of operation for each service. This section should show the who, what, where, when for actual delivery of the core instructional services. Note that the U.S. Department of Education (USDOE) has set the minimum number of hours for services offered in each component as follows:

- Adult Education - offer at least 60 hours per month
- Early Childhood Education (0-3) - offer at least 60 hours per month
- Early Childhood Education (3-5) - offer at least 65 hours per month
- School-age children - offer educational services beyond the regular school day for those children in need of skill enhancement
- Parenting Education - offer at least 20 hours per month
- Home-Based Instruction (aka Home Visits) - at least one home visit per family per month
- Parent/Child Time Together (PACT) - Currently, the USDOE has not made a recommendation for minimum hours related to this component, but ideally parents and children should have daily interaction related to literacy experiences. The State recommends that a program schedule PACT activities that begin in the classroom and continue in the home at least three times per week.

16) The applicant shows specifics of the proposed instructional service delivery (site locations, services offered at each site, providers of the services, and hours of operation at each site) and meets Federal expectations.

1 = No evidence of instructional service delivery details is presented.
2 = Minimal evidence is present to show instructional service delivery details.
3 = Some evidence of details about instructional service delivery is presented, but information is missing and/or does not meet Federal expectations.
4 = Good details for instructional service delivery are presented with a good chance of success in fulfilling the needs of the participants; some proposed services fulfill the Federal expectations.
5 = Strong details for effective instructional service delivery are presented with a high likelihood of success in fulfilling the needs of the participants; most of the services meet the Federal expectations.
6 = Significant details for instructional service delivery are presented with a high likelihood of success in fulfilling the needs of the participants; all of the proposed services meet the Federal expectations; program could serve as a model.

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17. Program Integration to Create a "New" Range of Services

The law requires that Even Start programs coordinate services to make efficient use of community resources and to create a whole that is greater than its individual parts (a new range of services for an underserved target population). Applicants must describe how the proposed program builds on the existing services in the community to develop this new range of services.

Applicants must also include information about coordination with other programs assisted under the No Child Left Behind Act of 2001, Adult Education and Family Literacy Act, the Individuals with Disabilities Act, Title I of the Workforce Investment Act of 1998, Head Start, volunteer programs, and other relevant programs.

Applicants must also describe how multiple partners' services will be integrated throughout the operation of the four core components.

17) The applicant clearly describes a new range of services, coordination with the required programs as possible, and integration of services throughout the four components.

1 = No evidence of a new range of services, coordination with the programs named, and integration of services throughout the four components.
2 = Minimal evidence for creation of a new range of services, coordination with the programs named, and integration of services throughout the four components.
3 = Some evidence for a new range of services, coordination with the programs named, and integration of services throughout the four components, but information is missing or vague.
4 = Plans are good for creating a new range of services, coordination with the programs named, and integration of services throughout the four components; the plans hold promise of some success.
5 = Plans are very strong and hold great promise for success in the creation of a new range of services, coordination with the programs, and integration of services throughout the four components; description contains specific evidence.
6 = Plans for creating a new range of services, coordination with the required programs, and integration of services throughout the four components are extremely well thought-out and are likely to produce significant positive results; plans could be used as a model that other programs may want to replicate.