Program: *Even Start*

Agency: *Department of Education*

Bureau: *Office of Elementary and Secondary Education*

Purpose	████████████	60
Planning	█████████	45
Management	█████████████	63

Results / Accountability 0

0 — 100

☐ Results Achieved ☐ Measures Adequate
☑ Results Not Demonstrated ☑ New Measures Needed

Key Performance Measures
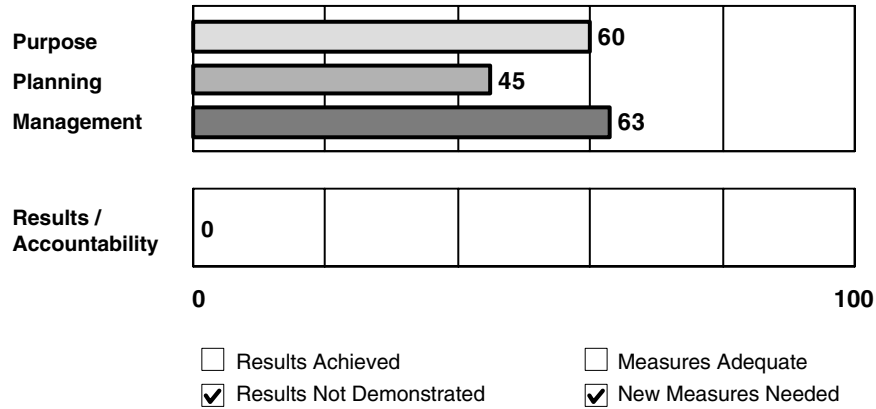
Key Performance Measures	Year	Target	Actual
Long-term Measure: The percentage of Even Start children reading at grade level (Targets under development)			
Annual Measure: The percentage of Even Start children who enter school ready to learn to read (Targets under development)			
Annual Measure: The percentage of Even Start adults who receive a secondary school diploma or a GED (Targets under development)	1999		18.4%
	2000		17%
	2001	25%	17%

Rating: *Ineffective*

Program Type: *Block/Formula Grants*

Program Summary:

Even Start is a family literacy program. It provides grants to States for comprehensive educational services to low-income families with low educational attainment for improving the educational outcomes of children from birth through age 7. Services include early childhood education, adult education, and parenting education. The program is based on research that indicates that children are more likely to learn to read well when their parents are able to read.

The PART assessment found:
1. National evaluations show the program to have no impact on the children and parents served by Even Start. The Department of Education has conducted three major evaluations of this program, two that include a small experimental design study. None of the studies show that either children or parents who received services made greater school readiness gains or educational gains than those who did not receive Even Start services. The strong evaluation evidence provides much of the basis for the ineffective rating.
2. The program is well managed and has an extensive data system in place for tracking information on grantees. However, State and local data often measure outputs such as hours of service provided rather than outcomes such as whether children read at grade level.
3. Performance measurement has been improved by focusing on improving student reading or reading readiness. However, currently there are no clear annual or long-term targets for the program.

In response to these findings, the Administration requests sufficient funds to continue awards to current grantees and redirects funds to Early Reading First which supports model pre-school programs that use only the most proven instructional practices to teach pre-reading skills.

Program Funding Level (in millions of dollars)

2002 Actual	2003 Estimate	2004 Estimate
250	200	175