

CHAPTER 2: DESCRIPTION OF THE UNIVERSE OF EVEN START PROJECTS

This chapter describes the 855 Even Start projects that operated across the nation during 2000-2001 and presents cross-year comparisons for selected characteristics. The chapter is organized around Even Start's program elements and other key implementation factors. Data for this chapter come from the ESPIRS and provide a general description of the universe of Even Start projects. The next chapter provides details about the implementation of Even Start in the 18 projects participating in the Experimental Design Study. Key findings from this chapter are:

- ❑ The annual number of hours of early childhood education and adult education offered by the average Even Start project has gone up substantially over the past decade. The number of hours of parenting education offered to families remained roughly constant over the same time period.
- ❑ In 2000-2001, Even Start projects offered parents an average of about 500 hours of adult basic education, adult secondary education and GED preparation, almost 700 hours of high school services, and 381 hours of ESL services. For adult education, this is between eight and ten hours a week, equivalent to three three-hour morning or evening sessions, assuming a year-round program.
- ❑ In 2000-2001, Even Start projects offered parents an average of 173 hours of parenting education services. This is equivalent to about three one-hour sessions a week, assuming a year-round program.
- ❑ In 2000-2001, Even Start projects offered an average of 534 hours of early childhood education services to children under age three (59 hours a month), 682 hours to three and four year old children (76 hours a month), and 556 hours to five year olds (62 hours a month). Each of these is equivalent to roughly three or four hours a morning for five mornings a week, assuming a school-year program.
- ❑ Using the definitions of high-intensity programs developed for this study, about 25 percent of Even Start projects offered high-intensity adult education services (60 or more hours a month), 23 percent offered high-intensity parenting education (20 or more hours a month), and 30 percent offered high-intensity early childhood education (65 or more hours a month).
- ❑ While they build on and coordinate with existing service agencies, Even Start projects often are the primary provider of the instructional services provided to parents and children.

THE EVEN START UNIVERSE

Even Start has undergone a substantial expansion throughout the 1990s (see Exhibit 1.1 in Chapter 1). In 2000-2001, 855 projects were funded in all 50 states, the District of Columbia and Puerto Rico (Exhibit 2.1). This includes 821 state-administered projects, 20 migrant education projects, and 14 tribal projects (Exhibit 2.2). ED also directly awarded and administered 36 statewide family literacy initiative grants with 2000-2001 funds and one grant to a family literacy project in a prison that houses women and their preschool-aged children. In 2000-2001, 35 percent of the Even Start projects were in the South, followed by 23 percent in the Midwest, 21 percent in the Northeast, and 21 percent in the West (Exhibit 2.3). Further, 49 percent of Even Start projects operated in rural areas, 32 percent were in urban areas with population over 50,000 persons, and 19 percent were in urban areas with population less than 50,000.¹⁸ Even Start grants are awarded by state agencies for periods up to four years in duration, after which a project may reapply. In 2000-2001, the age of Even Start projects ranged from less than one to ten years (Exhibit 2.3). Prior to 1999-2000, the Even Start legislation did not allow projects to receive federal funding for more than eight years. However, the Omnibus Appropriations Act for FY 2000¹⁹ eliminated the eight-year limit on Even Start grantees.

EVEN START'S PROGRAM ELEMENTS

The Even Start law includes program elements that projects must implement as well as other key provisions. These elements have changed over time, as the law has been altered. The analysis in this chapter reflects Even Start as it existed prior to the 2000 reauthorization, and draws on ESPIRS data from 1997-1998 through 2000-2001 to describe how Even Start projects operate. While this analysis describes the extent to which projects implement the required program elements, it does not indicate whether projects are well-run or effective. The program elements and other key features of Even Start from 1997-1998 through 2000-2001 are:

- ❑ Build on and coordinate with existing community resources
- ❑ Identify, recruit and serve families most in need of services
- ❑ Screen and prepare families to participate
- ❑ Provide support services and flexible scheduling
- ❑ Provide high quality, intensive adult education, parenting education, and early childhood education
- ❑ Provide staff training
- ❑ Provide integrated, home-based instructional services
- ❑ Provide year-round services
- ❑ Conduct an independent local evaluation
- ❑ Serve children in at least a three-year age range
- ❑ Provide an increasing local funding match

¹⁸ This breakdown is different than that reported in earlier Even Start evaluations where urban and rural areas were defined by population more or less than 50,000, respectively.

¹⁹ Section 306(a) and (b)(2) of H.R. 3424, as incorporated by the Omnibus Consolidated Appropriations Act, 2000, Section 1000(a)(4), P.L. No. 106-113 (1999).

BUILD ON AND COORDINATE WITH EXISTING COMMUNITY RESOURCES

For program years 1991-1992 through 1994-1995, the law required that Even Start projects be operated by a local educational agency (LEA) in collaboration with a community-based organization (CBO) or other nonprofit agency, or by a CBO or other nonprofit agency in collaboration with an LEA. The 1994 reauthorization required that one or more other entities be formal partners with one or more LEAs as joint recipients of the Even Start grant.

Even Start project partnerships include a variety of organizations, both large and small, serving diverse target populations, and providing a wide array of educational and social services. The types of organizations serving as partners with LEAs have remained stable since 1992-1993. In 2000-2001, 39 percent of all Even Start projects had local, county, or state government agency partners, Head Start, colleges, and faith-based organizations were partners in 26 percent, 22 percent, and five percent of the projects, respectively (Exhibit 2.4).

EXISTING INSTRUCTIONAL SERVICES IN EVEN START COMMUNITIES

Even Start projects are supposed to build on, rather than duplicate, instructional services that already exist in communities. Existing instructional services in Even Start communities were more available in the late 1990s than they were in the mid-1990s (Exhibit 2.5). This is especially so for parenting education, early childhood education for birth to two-year-olds, family literacy programs, and ESL. Other instructional services for adults and children were already well-established in most communities in the mid-1990s.

In 2000-2001, adult education services were widely available, including GED preparation (94 percent of the Even Start communities), adult secondary education (89 percent), adult basic education (87 percent), and ESL programs (80 percent). Early childhood programs also were available in most Even Start projects during 2000-2001: programs for three- and four-year-old children were available in 91 percent of the communities, and programs for five-year-olds children were available in 90 percent of the communities. As would be expected, programs for infants and toddlers (birth to two-year-olds) were less common, and existed in little more than half of the communities. Parenting education programs existed in a surprisingly large 76 percent of the communities. Finally, other family literacy programs were found in 33 percent of the Even Start communities. This is double the percentage reported in the mid-1990s.

COLLABORATING AGENCIES: RESPONSIBILITY FOR SERVICE DELIVERY

Even Start often is referred to as the glue that binds together existing services available in the community to meet participants' diverse needs, to avoid duplication of services, and to maximize effective use of Even Start resources. Interagency collaboration is emphasized in the Even Start legislation, and most projects develop a network of collaborative arrangements.

Parenting Education and Parent-Child Activities. For 2000-2001, Exhibit 2.6 shows the percentage of parents who participated in each of Even Start's instructional services, and of those, the percentage who received the service through Even Start, through a collaborating agency, or through a combination of Even Start and a collaborating agency. Almost 90 percent of all parents participated in both parent-child activities and parenting education. Most parents received parenting education (60 percent of parents) and parent-child activities (68 percent of parents) solely through Even Start. The remainder received instruction in these areas through a combination of Even Start and other collaborating agencies. Almost no parents received parenting education or parent-child activities solely from collaborating agencies. This same pattern has been observed for several years -- Even Start projects invariably are the primary providers of parenting education.

Adult Education. For 2000-2001, 38 percent of all Even Start parents took part in GED preparation classes and 40 percent were in ESL programs (Exhibit 2.6). Between six and 17 percent received other adult education services. For all adult education services except high school, between 50 and 60 percent of participating parents received the service solely through Even Start, about 30 percent received the service through a combination of Even Start and a collaborating agency, and about 15 percent received the service solely through collaborating agencies. These data reflect the fact that many Even Start grantees are adult education providers, thus negating the need to search for adult education collaborators.

Early Childhood Education. Even Start projects are the primary providers of early childhood education services for participating children (Exhibit 2.7). During 2000-2001, more than 90 percent of the children who took part in home-based early childhood education, between 70 and 90 percent (depending on age) of the children who participated in center-based early childhood education, about 80 percent of children who received day care with an educational component, and 95 percent of children who took part in parent-child activities received those services solely through Even Start. Considering center-based services, 22 percent of the three- and four-year-old children who participated in center-based early childhood education services received these services from Head Start programs. Collaborating agencies other than Head Start were the service providers for 25 to 50 percent of Even Start children who participated in parent-child joint activities, center-based early childhood services, day care with an educational component, and educational services for school-age children outside of school hours. As was the case for adult education, these data reflect the fact that many Even Start grantees are providers of early childhood education services.

TYPES OF COLLABORATING AGENCIES

While Even Start projects were the primary provider of instructional services to adults and children, many projects form collaborations with local service providers to provide services to at least some families. The most common collaborations involve provision of instructional staff, administrative and/or technical support, space and equipment, and community support and exposure. Few collaborations involve the provision of cash support.

In 2000-2001, the most common collaborators were educational programs -- public elementary schools, public adult education, and Head Start (Exhibit 2.8). These collaborators often provided instructional staff, administrative/technical support, space and equipment, and community support. Perhaps the most important kind of collaboration involves the provision of instructional staff. Instructional staff were provided by public adult education to 51 percent of all Even Start projects, by public elementary schools to 40 percent, by Head Start to 35 percent, by community colleges to 33 percent, by state funded preschools to 33 percent, and by Title I preschools to 23 percent of Even Start projects. Other (non-educational) agencies were most often involved by providing community support, exposure, and technical assistance.

IDENTIFY, RECRUIT AND SERVE FAMILIES MOST IN NEED OF SERVICES

IDENTIFYING FAMILIES

All projects are required, at a minimum, to consider family income and parents' literacy level in determining which families are most in need in a given community. In 2000-2001, the vast majority of projects used the following income-related targeting criteria: family income below poverty level (90 percent), receipt of public assistance (86 percent), and lack of any earned income (82 percent) (Exhibit 2.9). Projects also used measures of educational need including parent has low literacy skills (96 percent), parent not completing the eighth grade (84 percent), and limited English proficiency (82 percent). Finally, projects used indicators of family structure including single parent (84 percent) and teen parent (80 percent).

As part of targeting services, Even Start projects use various assessment methods to place adults and children in appropriate educational services (Exhibit 2.10). In 2000-2001, almost 80 percent of Even Start projects used standardized assessment tests to help place adults in adult basic education and GED preparation services. Almost 70 percent of the projects also used teacher assessment to place adults in these areas. Assessment tests were used by fewer projects for placing adults into adult secondary education, high school programs, and ESL classes. Finally, teacher assessment was the primary basis for placing adults in parenting education activities (78 percent) and children in early childhood education programs (84 percent).

RECRUITMENT STRATEGIES

Since the mid-1990s, word-of-mouth has been the most commonly used recruitment strategy. In 2000-2001, it was used by 76 percent of all projects (Exhibit 2.11). Referrals from various sources was another commonly-used approach. For example, in 2000-2001, 65 percent of the projects relied on referrals from collaborating agencies, 52 percent used referrals from other community agencies, 49 percent used referrals from public schools, and 41 percent used referrals from Head Start.

SCREEN AND PREPARE FAMILIES TO PARTICIPATE

SCREENING PROCEDURES

To qualify for Even Start a family must have at least one parent who is eligible for adult education under the Adult Education and Family Literacy Act, or who is within the state's compulsory school attendance age range, and at least one child age seven or younger.²⁰ Even Start projects are required to screen families to ensure that they meet eligibility requirements, and to recruit and serve families who are most in need of services in their respective communities. Exhibit 2.12 shows that in 2000-2001, more than 80 percent of Even Start projects used the following screening procedures: self-reported educational level (95 percent), a paper and pencil or interview assessment of adult basic skills (88 percent each), an assessment of child development (85 percent), and self-report of family income (81 percent). The percentage of Even Start projects using these procedures has changed little over time (higher percentages starting in 1999-2000 for some items may be due to a change in questionnaire wording).

PREPARATION FOR FULL PARTICIPATION IN EVEN START

Participation in Even Start requires a substantial commitment by parents and their children. Parents are required to take part in three different services – adult education, parenting education and parent-child activities, and children take part in early childhood education. Because of this commitment, projects are encouraged to provide a period of preparation for new Even Start families. This is a time when new families can try out Even Start's services and see whether they truly want to participate. During this period, projects can conduct screening and other activities to assess families' needs for social services and other support services. In 2000-2001, 85 percent of projects had a period of preparation during which they worked with families before they were considered full program participants (Exhibit 2.13). The median length of the preparation period was four weeks of elapsed time, with an average of 12 hours of participation. Further, in 2000-2001, 69 percent of projects reported that they had a formal attendance policy for their families in which regular attendance was tied to continued program participation.

Even Start projects make many different kinds of preparation services available to families (Exhibit 2.14). Each listed method of preparing families for full participation was used more frequently in the late 1990s than in 1993-1994. In 2000-2001, the most frequently used methods for preparing families for full participation were to invite parents to adult education or parenting education classes (88 percent), arrange for necessary support services (88 percent), conduct orientation sessions (85 percent), ensure that the family is fully committed to the program (84 percent), conduct home visits (83 percent), invite children to an early childhood education class (79 percent), and invite families to social functions (76 percent).

²⁰ With the 2002 reauthorization, eligible parents also are those who are attending secondary school.

PROVIDE SUPPORT SERVICES AND FLEXIBLE SCHEDULING

Even Start requires that projects provide support services to help families participate in instructional services. Given the diverse set of families enrolled in Even Start, flexibility in service delivery and negotiating family constraints are critical parts of these support services.

SUPPORT SERVICES RECEIVED

Data from this evaluation (see Chapter 5) show that families that receive several support services are more likely to participate intensively in Even Start than families that receive few support services. Exhibit 2.15 shows that during 2000-2001, the support services most commonly received by Even Start parents included childcare (62 percent), meals (55 percent), family support (49 percent), transportation (47 percent) and social services (46 percent). The services that children most commonly received were childcare (58 percent), meals (58 percent) and transportation (45 percent).²¹ Most of the listed support services were received by higher percentages of parents and children in the late 1990's than in earlier years.

FLEXIBILITY OF SERVICES

The schedules of Even Start parents differ, and projects strive to accommodate these differences by flexibility in service delivery. In 2000-2001, 87 percent of Even Start projects provided childcare, 81 percent provided home visits when adults or children were ill, 78 percent provided both home- and center-based instruction, 76 percent provided transportation, 65 percent provided day and evening classes, 46 percent provided homework assistance for older children after school and/or on weekends, and 16 percent provided weekend classes (Exhibit 2.16).

Over time, the most common method of accommodating to family schedules has been to make childcare available. Each year, about 90 percent of the projects reported that they do this. The flexibility of scheduling instructional activities, e.g., during the day, in the evening, and on weekends has increased since the mid 1990s, possibly reflecting greater accommodation to work-related activities required under welfare reform.

PROVIDE HIGH-QUALITY, INTENSIVE INSTRUCTIONAL PROGRAMS

Service intensity is a critical element of any educational program,²² referring to at least two aspects of instructional curricula—amount and content of services. Although the content of

²¹ Childcare can function both as an instructional service and as a support service when it allows parents to attend core educational services. The difference between the percentage of parents and children receiving this service may result from families having multiple children in Even Start. Thus, a parent with a three-year-old and a seven-year-old may receive childcare for the younger child but not necessarily for the older child.

²² In April 1996, the Even Start statute was amended to require high-quality, *intensive* instructional programs. This requirement became effective for projects in program year 1996-1997.

instructional services is one of the most important factors in whether children and parents will derive benefits from literacy instruction, it is beyond the scope of this study to assess the content, curricula, and quality of Even Start's educational activities across more than 800 projects and four distinct instructional components. On the other hand, the amount of instructional activity offered by Even Start projects has been tracked over several years. The amount of instruction offered to families is an important programmatic variable that appears to be related to outcomes for children and adults (St.Pierre, et al., 1998) and can be manipulated by program practitioners. Hence, the Department of Education has stressed the importance of providing intensive instructional services through ongoing technical assistance to states and local projects. Even Start's requirement about service intensity states that services must be of "sufficient intensity" without specifying what is meant by "sufficient," so there is no specific criterion for intensity of services. Instead, for the purposes of this report, three broad levels of intensity were defined for each of Even Start's instructional services: (1) high, (2) moderate, and (3) low. This was done by combining the Department's Even Start performance indicators on service intensity with professional judgments about the intensity of services required for a high-quality program that is capable of leading to change in educational outcomes.

ADULT EDUCATION SERVICES

Description of Services. Adult education services are provided in a variety of formats by staff who range from volunteers to certified adult education teachers.²³ Local projects provide different types of adult education services, depending on the needs of the parents served. These include adult basic education or instructional support (grades 0 to 4 and 5 to 8), adult secondary education (grades 9 to 12), GED preparation classes, and English as a Second Language classes. Projects that work with parents who have low level basic skills may arrange tutoring through organizations such as the Literacy Volunteers of America or provide one-on-one adult education instruction during center or home visits. Projects must cope not only with the needs of individual parents, but with the complications imposed by welfare reform which exerts an important influence on what is taught in Even Start adult education classes and how long parents can remain in the program. Because of welfare reform, Even Start parents and project leaders may feel an added urgency to focus on job-related skills of parents who lack high-school level academic competencies.

Project directors were asked about the extent to which they provide various services to help prepare parents for employment. In 2000-2001, almost 90 percent of Even Start projects prepared parents for employment by using adult education class time to discuss vocational topics and job retention and to show adults how to access community services and vocational information (Exhibit 2.17). Similarly, about 80 percent of Even Start projects used time in parenting classes to administer career interest/exploration surveys and to practice job skills.

Amount of Service Offered. The average annual hours of adult education instructional services offered to parents has increased over the past several years (Exhibit 2.18). In 2000-

²³ The 2000 reauthorization required that all instructors paid in part or in full with Even Start funds must meet certain academic qualifications.

2001, Even Start projects offered parents an average of 473 hours of adult basic education for grades 0 to 4, 476 hours of adult basic education for grades 5 to 8, 504 hours of adult secondary education, 487 hours of GED preparation, 684 hours of high school services, and 381 hours of ESL services.²⁴ This is equivalent to about 30 to 40 hours a month, or three three-hour morning or evening sessions per week, assuming a year-round program. Instructional services offered to parents were most intensive during the traditional school year of September through May, with late winter to mid-spring being the time of peak intensity of services offered (Exhibit 2.19). June, July, and August were the months with the lowest intensity of services offered to adults. These findings hold for each type of adult education.

Intensity of Services. Intensity of services was measured in relationship to all Even Start projects. A single definition of high-, moderate-, and low-intensity projects was used across different types of adult education. That is, regardless of whether we are talking about GED, ESL, ASE, or beginning or intermediate ABE programs, a high-intensity project is defined as one that offers 60 or more hours of instruction each month, and a low-intensity project is defined as one that offers eight or fewer hours a month. Most Even Start projects offer several types of adult education services: 90 percent offer GED preparation, 66 percent offer ESL services, 65 percent offer adult secondary education, and a little more than 50 percent offer beginning adult basic education and intermediate adult basic education (Exhibit 2.20). An Even Start project is considered to offer high-intensity adult education services if it offered high-intensity services in any of the five areas of adult education. A project is considered to offer moderate-intensity services if it offered moderate intensity services in at least one area but did not offer any high-intensity services. Finally, the only way that a project is considered to offer low-intensity adult education services is if it did not offer any moderate or high intensity services.

According to this definition, about one-quarter of all Even Start projects provided high-intensity adult education services in 2000-2001 (Exhibit 2.20). The percentage of projects that provide high-intensity ESL services is even lower, only 14 percent. About two-thirds of the projects provide either high-moderate or low-moderate intensity services. Few projects provide low-intensity services, only eight or nine percent for each type of adult education.

PARENTING EDUCATION SERVICES

Description of Services. The purpose of parenting education in Even Start is to increase parents' knowledge about early childhood development and effective parenting behaviors and practices so they can contribute actively and constructively to the literacy development and school readiness of their children. Parenting education services may take the form of group discussions, hands-on activities, home visits, and presentations by invited speakers. Topics addressed may include helping families use learning resources, increasing parents' understanding of typical child development patterns and of their role in their children's education, and training parents on reading to young children. Historically, parenting education has been available less

²⁴ Averages are based on the projects that reported at least one hour of service in each component. For example, projects that do not offer ESL services and hence that report zero hours for this component were not included in the average for ESL hours.

often through existing agencies than adult education and early childhood education programs, but in 2000-2001, parenting education was found in 76 percent of all Even Start communities.

Many kinds of parenting activities are considered to be important by Even Start projects (Exhibit 2.21). In 2000-2001, several topics dealing with child development and school readiness were considered among the most important aspects of parenting education: promoting parent/child reading (93 percent), understanding of how children develop (81 percent), how to manage child behavior (77 percent), and understanding what to expect from children (74 percent). A second set of topics dealt with the development of parent self-help skills: building self-esteem (60 percent), building life skills (59 percent), building awareness of community and social services (50 percent), understanding health and nutrition (48 percent), and building awareness of vocational/educational opportunities (36 percent).

Amount of Service Offered. In 2000-2001, local projects offered parents an average of 173 hours of parenting education services (Exhibit 2.18). This is equivalent to about 14 hours a month, or three or four one-hour sessions a week, assuming a year-round program. Exhibit 2.19 shows the monthly variation in amount of parenting education offered to Even Start parents. As was the case for adult education, services were most intensive during the traditional school year.

Intensity of Services. A high-intensity parenting education project is defined as one that offers 20 or more hours of parenting education in each month, equivalent to five hours per week, or one hour per day. A low-intensity project is defined as one that offers four or fewer hours of parenting education each month, equivalent to one hour a week. High-moderate and low-moderate intensity projects fall between high and low intensity projects. By these definitions, in 2000-2001, 23 percent of all Even Start projects offered high-intensity parenting education services, 14 percent offered low-intensity services, and the remaining 63 percent offered either high-moderate or low-moderate intensity services (Exhibit 2.22).

EARLY CHILDHOOD EDUCATION

Description of Services. Most Even Start projects provide a center-based early childhood program, either directly by using Even Start funds or by collaborating with existing programs such as Head Start or Early Head Start. Center-based programs usually incorporate elements of existing curricula for young children. Generally, school-age children through age seven receive Even Start services designed to supplement their required school activities. Such services may take the form of homework or tutoring assistance given in before- and after-school childcare programs and summer school activities. The extent to which Even Start funds early childhood services directly, as opposed to delegating this responsibility to a collaborating agency, is related to the age of the children served.

Amount of Service Offered. Exhibit 2.23 shows the average annual hours of early childhood education services offered by Even Start projects since 1993-1994. The annual number of hours of instructional service offered to children under age three and to children between three and four years of age increased each year from 1993-1994 to 2000-2001. Hours

offered to five-year-olds and to six- and seven-year-olds dropped starting in 1999-2000, reflecting new instructions to exclude compulsory education hours.

- ❑ In 2000-2001, Even Start projects offered an average of 534 hours of early childhood education services to children under age three. This is equivalent to 59 hours a month, or three hours a morning for five mornings a week, assuming a school-year program.
- ❑ In 2000-2001, Even Start projects offered 682 hours of early childhood education to three and four year old children. This is equivalent to 76 hours a month, or about four hours a morning for five mornings a week, assuming a school-year program.
- ❑ In 2000-2001, Even Start projects offered 556 hours of early childhood education to five-year-olds. This is equivalent to 62 hours a month, or about three hours a morning for five mornings a week, assuming a school-year program.

In 2000-2001, children five years of age or younger were offered the most service during the traditional school year, with mid-spring being the time of peak service hours while June, July and August saw the lowest amount of services offered (Exhibit 2.24). For school-age children, June and July were the months with the highest amount of services offered.

Intensity of Services. The definition of high, moderate, and low intensity for early childhood education programs differs slightly between birth to three-year-olds and three- to five-year-olds. A high-intensity early childhood education project for birth to three-year-olds is defined as one that offers 60 or more hours each month, equivalent to 15 hours a week, or a three-hour daily program. For three to five-year-olds, a project must offer 65 or more hours each month to be classified as high intensity. On the other hand, a low-intensity project for birth to three-year-olds is defined as one that offers fewer than four hours per month, less than one hour per week. A low-intensity project for three- to five-year-olds is defined as one that offers 12 or fewer hours per month, equivalent to three hours a week or less. A project that offers high-intensity early childhood education either for birth to three-year-olds or for three- to five-year-olds is considered to be a high-intensity project. According to these definitions, in 2000-2001, 31 percent of all Even Start projects offered high-intensity early childhood services to three- to five-year-olds, 58 percent offered high-moderate or low-moderate intensity services, and 11 percent offered low-intensity services (Exhibit 2.25). It is more difficult to provide a high-intensity program for infants and toddlers. Not only was the definition of high-intensity more liberal for infants and toddlers than for preschoolers, but the percentage of projects qualifying as high-intensity was smaller. For birth to three-year-olds, 28 percent of all projects offered high-intensity services, 66 percent offered high-moderate or low-moderate intensity services, and six percent offered low-intensity services.

PARENT-CHILD JOINT ACTIVITIES

Description of Services. Even Start requires that projects provide interactive literacy activities for parents and their children. Some of these activities take place in classrooms or centers, some occur during field trips, and still others through home visits. The types of parent-child activities commonly used in the center setting were similar to those conducted in the home setting (Exhibit 2.26). Most common in both settings was the parent reading aloud to the child. Working with numbers, working with letters and writing were reported as less important parent-child activities in both centers and homes.

Amount of Service Offered. The monthly hours of parent-child activities offered in centers/classrooms increased during the 1990s, from 7.0 hours per month in 1993-1994 to 10.0 hours per month in 1998-1999 (Exhibit 2.27). The same pattern holds for hours offered through field trips; they increased from 4.0 hours per month in 1993-1994 to 5.4 hours per month in 1998-1999. On the other hand, the monthly hours of parent-child activities offered through home visits remained constant during this same time period.

The total hours of parent-child activities increased from about 14 hours a month in the mid 1990s to about 17 hours a month in the late 1990s. Hours of parent-child activities appear to have declined to about 13 hours a month in 1999-2000 and 2000-2001. This is likely due to an improved method of counting hours. The apparent drop probably does not reflect a real decrease in amount of parent-child activities offered, instead, prior estimates were probably inflated.

LANGUAGES USED TO DELIVER INSTRUCTIONAL SERVICES

One of the most difficult issues for Even Start projects is the multiplicity of languages spoken by participating families. About one-third of the Even Start projects have only English-speaking families, and in these cases the instructional services are taught only in English (Exhibit 2.28). Another quarter of the projects teach only in English, even though some participants speak other languages. The remaining 40 to 50 percent of the projects use both English and other languages in the provision of instructional services, depending on the language-speaking composition of the families they serve.

INTEGRATION OF INSTRUCTIONAL SERVICES

The integration of instruction is one of the cornerstones of Even Start. Successful integration is expected to result in services that are more meaningful and useful to the whole family. During 1999-2000 and 2000-2001, Even Start projects reported on the extent to which staff delivering different instructional services share information on participants, take part in joint inservice training, use similar activities to achieve educational goals, and share instructors.

With respect to adult education and parenting education, 72 percent of the projects reported that staff from both service areas “almost always” have a formal arrangement for sharing information about participants, 56 percent of the projects reported that staff from both

service areas participate in joint inservice training, and 36 percent of the projects reported that the same instructors conduct activities in both service areas (Exhibit 2.29). These percentages are much the same for the integration of parenting education and early childhood education. However, adult education and early childhood education were the instructional services least likely to be integrated, reflecting the disparity in curricular content between, for example, GED preparation classes and educational activities for preschool children.

PROVIDE STAFF TRAINING

Even Start project directors were asked to describe the kinds of inservice training provided to staff. In 2000-2001, more than 90 percent of the projects had inservice training on early childhood education, parenting education curriculum/services, and program development and improvement (Exhibit 2.30). Between 80 and 90 percent of the projects provided training in adult education curriculum/services, adult or child assessment, conducting home visits, interagency collaboration, team building, recruitment/retention, and local evaluation.

PROVIDE INTEGRATED, HOME-BASED INSTRUCTIONAL SERVICES

Most Even Start projects provide center-based instructional services in classrooms or other centralized facilities. However, some projects offer large amounts of home-based services in which Even Start staff conduct individualized instructional activities in participants' homes.²⁵ Home-based services are particularly suitable for projects in rural areas where participating families are geographically dispersed and access to transportation is constrained. Even in urban areas, projects may choose this mode of service to ensure that families receive individualized services that are tailored to their needs and home circumstances. Within a given project, the prevalence of home-based activities can vary by instructional service area. For instance, a project's adult education program may include GED preparation classes conducted in a high school or community college, while parenting education and a large portion of early childhood education may be conducted in participants' homes.

Project directors were asked about the instructional services that they provide in centers and in the home. In 2000-2001, 54 percent reported that most instructional services in their project were center-based, nine percent reported that most instructional services were home-based, and the remaining 37 percent reported a mix of home-based and center-based instructional services (Exhibit 2.31).

PROVIDE YEAR-ROUND SERVICES

During the time of this study, Even Start projects were mandated to offer enrichment or instructional services throughout the year. This includes the summer, when most projects change

²⁵ All projects are required to provide some home-based instructional services to each participating family.

their offerings to accommodate vacations and schedule changes. In 2000-2001, more than 60 percent of Even Start projects offered each of the following summer services: referrals for support services (81 percent), home visits (72 percent), parenting education (71 percent), early childhood education (70 percent), recreational activities (69 percent), and adult education (66 percent). Seventeen percent of the projects reported that they operated at a constant level in all 12 months. In other words, they had no period of low service levels (Exhibit 2.32).

CONDUCT AN INDEPENDENT LOCAL EVALUATION

The Even Start legislation requires each project to arrange for a local evaluation by an independent evaluator. Given the diversity of program design and service delivery approaches, each project is best suited to assess its progress and effectiveness in relation to its program goals. A synthesis of the methods and findings from more than 100 local evaluation reports was prepared by St.Pierre, Ricciuti & Creps (1999).

In 2000-2001, 80 percent or more of all Even Start projects conducted the following kinds of local evaluation activities: interviews or meetings with project staff, project participants, project administrators, and collaborating agencies, tests of adults and children, and observations in early childhood classrooms (Exhibit 2.33). Almost all of the projects that used these approaches found them to be useful.

Project directors were asked about the kinds of adult assessments that were administered during the year, for diagnostic, placement or evaluation purposes. By far the most popular assessment was the TABE (Tests of Adult Basic Education) which was used by 73 percent of all projects (Exhibit 2.34). Although some projects administered the CASAS, BEST, LAS, IPT, and others, none of these tests for adults were used by more than one-third of the projects.

Project directors were asked about the child assessment measures they used. A variety of assessment instruments were administered to children, although no single measure was used by more than about one-third of the projects (Exhibit 2.35). The most popular child assessments were the Denver Developmental Inventory which was used by 36 percent of the projects, the High/Scope COR (28 percent), the Preschool Language Scale (22 percent), and the Peabody Picture Vocabulary Test (20 percent).

In 2000-2001, fewer than 10 percent of the Even Start projects planned major changes in each area of program operations based upon their most recent local evaluation (Exhibit 2.36). However, about half of the projects were planning minor changes in staffing and in-service training, recruitment and screening procedures, and their service delivery model and curriculum. These findings are unchanged over the past half-dozen years. It should be noted that the LIFT Act included a new requirement that local evaluations be used for program improvement.

SERVE CHILDREN IN A THREE-YEAR AGE RANGE

Even Start projects are mandated to serve children in at least a three-year consecutive age range to encourage that they can serve families for a period of time that is long enough to achieve family goals. In 2000-2001, 96 percent of all Even Start projects reported that they do this (Exhibit 2.37). Ninety percent or more of Even Start projects serve children two, three and four years of age, corresponding to toddlers through pre-kindergarten children. In addition, between 80 and 90 percent of Even Start projects also serve infants less than two years old, and five year olds. The percentage of projects offering Even Start to school-age children, in addition to the compulsory education they receive, decreases with child age. Thirty-nine percent of all Even Start projects serve children throughout the entire eligible age range.

PROVIDE AN INCREASING LOCAL FUNDING MATCH

Even Start projects are required to provide a percentage match to federal funding, and the size of that match increases throughout the life of the project. In this section we describe several aspects of the amount of federal funding for Even Start.

FEDERAL EXPENDITURE PER PROJECT

Annual Federal Expenditure Per Project. Annual per-project federal expenditures were calculated by dividing the total annual federal funding for the Even Start program including evaluation and technical assistance funds by the total number of projects funded during a given year. Doing so shows that the federal per-project expenditure grew during the first three years of Even Start, from \$195,000 in 1989-1990 to \$208,243 in 1991-1992²⁶ (see Exhibit 1.3 in Chapter 1). During this period the program was administered at the federal level and program appropriations were growing each year. However, when annual funding for Even Start reached \$50 million, administration of the program was turned over to the States, with State Even Start allocations determined on the basis of the Title I allocation formula. Once the States began administering the program, annual federal per-project expenditures declined steadily, from \$208,243 in 1991-1992 to \$155,721 in 1997-1998. The annual per-project federal expenditure began to grow again in the late 1990s, to \$175,439 in 2000-2001, once Even Start started receiving annual increases in its total appropriation.

Variation Across Projects, States and Regions. Projects vary greatly in the amount of their annual Even Start grant. Exhibit 2.38 shows that in 2000-2001, the majority of projects (61 percent) received federal grants between \$75,000 and \$175,000, while 30 percent received federal grants between \$175,000 and \$275,000.²⁷ At the ends of the distribution, about six

²⁶ The federal cost per project is calculated by using federal-level data on total program expenditures and the total number of projects funded. Different estimates of federal per-project spending are derived when the calculation is based on aggregates of data supplied by individual projects. The difference is primarily due to missing project data.

²⁷ The Even Start statute allows each state to fund one project below \$75,000 per year.

percent of the projects reported annual grants of less than \$75,000, and three percent reported annual grants over \$275,000. These statistics changed little from 1995-1996 to 2000-2001. There also is variation between states in the average size of federal Even Start grants (Exhibit 2.39). Most states make average federal grants between \$100,000 and \$200,000, but during 2000-2001 there were six states in which the average grant was less than \$100,000, and four other states in which the average grant was greater than \$200,000.

In-Kind Contributions and Other Resources. Even Start projects obtain substantial resources (e.g., matching funds, in-kind contributions) in addition to their federal Even Start funds. For projects receiving multi-year grants, the portion of the total budget supported by non-Even Start matching funds (these local match funds include in-kind contributions) must constitute at least 10 percent of a project's budget in year one, 40 percent of a project's annual operating budget by year four, 50 percent from years five through eight, and 65 percent in any subsequent years.

In 1995-1996, the average federal Even Start grant of \$163,712²⁸ was augmented by an average of \$122,507 in other resources to arrive at total resources of \$286,219 per Even Start project (Exhibit 2.40). This means that during the mid-1990s, federal Even Start funds comprised 57 percent of the total resources used, and other funds comprised 43 percent. By 2000-2001, the average Even Start project had total resources of \$314,605, a 10 percent increase over what was available in 1995-1996. However, the federal portion of the average Even Start project was less in 2000-2001 than in 1995-1996 (50 percent vs. 57 percent), while local contributions increased from 43 percent to 50 percent. Thus, over time, local Even Start projects have increased their reliance on non-Federal Even Start sources. This reflects the fact that Even Start grants are no longer capped at a maximum of eight years, and projects that continue past eight years are mandated to contribute at least 65 percent of project resources.

FEDERAL EXPENDITURE PER FAMILY

Annual Federal Expenditure Per Family. The average federal expenditure for a family participating in Even Start declined during the early and mid-1990s, from a high of \$6,204 in 1989-1990 to a low of \$2,965 in 1996-1997 (see Exhibit 1.3 in Chapter 1). This occurred because while total federal expenditures for Even Start grew during this period, there were even larger increases in the number of families served each year. This trend was reversed in the late 1990s, when the federal per-family expenditure increased to \$4,708 in 2000-2001. This happened because the number of families served per-project decreased during the late 1990s, due in large part to advice from the Department of Education to concentrate funding on a limited number of needy families instead of spreading scarce resources too broadly.

Variation Across Projects, States and Regions. To help understand variation in cost per family we examined the relationships between project-level cost per family and several other project-level variables.

²⁸ This is the average of federal grants reported by all Even Start grantees in 2000-2001. It is less than the 2000-2001 average reported in Exhibit 1.3 which was calculated by dividing total federal appropriations by the total number of projects funded.

Federal per-family expenditures vary across states. In 1995-1996, four states spent less than \$1,000 per family and seven states spent more than \$4,000. Between 1995-1996 and 2000-2001 the average per-family expenditure increased by about \$1,500 (see Exhibit 1.3 in Chapter 1). Hence, it is not surprising that in 2000-2001, only one state spent less than \$2,000 per family and 14 states spent more than \$5,000 (Exhibit 2.39).

As might be expected, the newest Even Start projects are by far the most expensive (Exhibit 2.41). In 2000-2001, projects 1 to 2 years of age spent an average of \$7,608 per family. The cost per family drops sharply to \$4,485 for projects 3 to 4 years old, and continues dropping to \$4,261 for projects seven or more years old.

Projects that serve large numbers of families do so at a lower federal cost per family (Exhibit 2.41). During 2000-2001, projects that served 100 or more families spent \$1,936 federal dollars per family, while projects that served 20 or fewer families spent an average of \$10,009 in federal Even Start funds per family. This means that the smallest projects spent five times as much per family as the largest projects. The same relationship was seen in 1995-1996.

It appears that the socio-economic needs of families are related to federal per-family costs. In 2000-2001, projects that served families with an average annual income of less than \$6,000 had a per-family cost of \$4,867 while projects that served families with an average annual income of more than \$20,000 had a per-family cost of \$6,440 (Exhibit 2.41).

The percentage of non-English speakers served by a project seems to be unrelated to per-family costs (Exhibit 2.41). During 2000-2001, projects that serve a low percentage (0 to 25 percent) of non-English speakers spend just about the same amount per family as projects that serve a high percentage (76 to 100 percent). Projects that serve 26 to 75 percent of non-English speakers spend somewhat less per family.

Whether a project provides mostly home-based or center-based services does not appear to be related to per-project or per-family costs (Exhibit 2.41). It seems that, regardless of the locus of service provision, projects find a way to make per-family costs comparable.

A different measure of the services offered by local projects is the extent to which Even Start families need various types of support services. There seems to be some relationship between the need for support services and federal per-family costs, such that projects serving families with greater need for support services spent the fewest federal dollars on a per-family basis (Exhibit 2.41). The explanation for this finding is not clear -- it could be that projects with families that require the most support services also are projects that delegate responsibility for provision of core services to external agencies, thus lowering their federal per-family costs, or perhaps these projects simply serve more families on average.

Finally, several measures of the amount of instructional service offered by projects are available, including the number of hours offered per month of adult education, early childhood education, parenting education, parent-child activities, and the total amount of instruction. We might expect that projects that offered large amounts of instruction would be more expensive,

either on a per-project or per-family basis. However, this is not the case. No measure of amount of instruction offered is related to annual per-project or per-family expenditures (Exhibit 2.41).

Exhibit 2.1
Location of Even Start Projects in the 2000-2001 Program Year

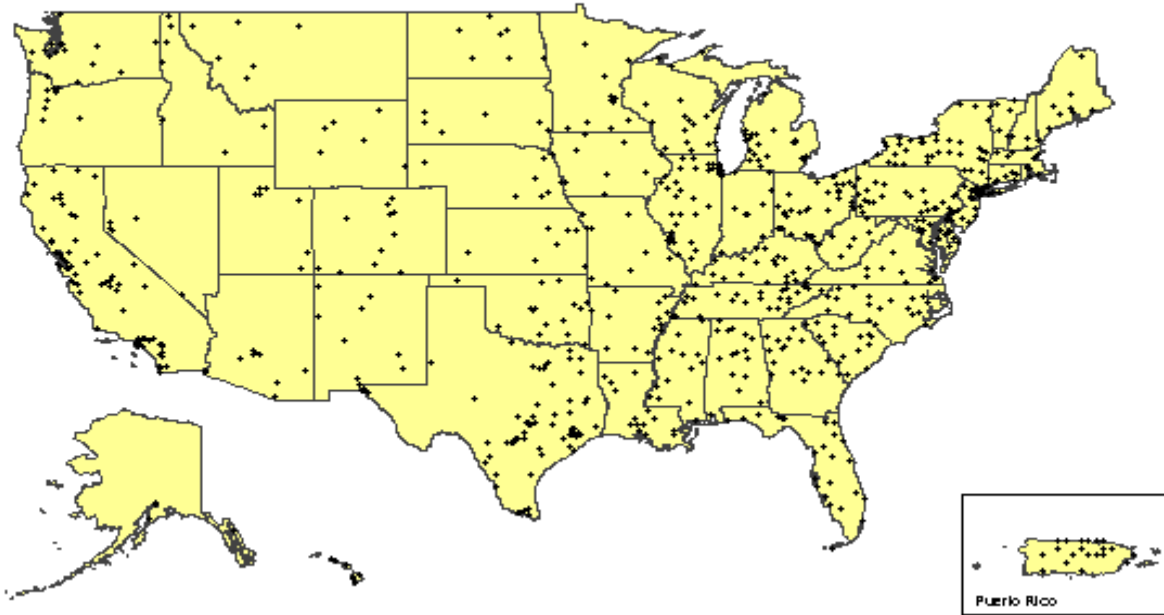


EXHIBIT 2.2 NUMBER OF EVEN START PROJECTS THAT OPERATED IN 2000-2001 AND NUMBER OF FAMILIES, BY STATE AND TYPE OF PROJECT					
STATE	TYPE OF PROJECT				NUMBER OF FAMILIES
	STATE- ADMINISTERED	MIGRANT EDUCATION	TRIBAL	TOTAL	
Alabama	16	0	0	16	577
Alaska	4	0	0	4	116
Arizona	11	1	1	13	527
Arkansas	14	0	0	14	310
California	75	1	6	82	2,743
Colorado	11	1	0	12	465
Connecticut	8	0	0	8	209
Delaware	7	0	0	7	101
Dist of Columbia	4	0	0	4	262
Florida	25	1	0	26	1,131
Georgia	17	0	0	17	940
Hawaii	6	1	0	7	88
Idaho	6	0	0	6	158
Illinois	45	1	0	46	1,771
Indiana	10	0	0	10	285
Iowa	9	0	0	9	201
Kansas	7	1	0	8	404
Kentucky	19	2	0	21	739
Louisiana	14	0	0	14	628
Maine	7	1	0	8	168
Maryland	11	0	0	11	173
Massachusetts	8	0	0	8	181
Michigan	22	1	0	23	988
Minnesota	9	0	2	11	319
Mississippi	11	0	0	11	432
Missouri	13	0	0	13	433
Montana	5	1	0	6	184
Nebraska	8	1	0	9	229
Nevada	5	0	0	5	187
New Hampshire	4	0	0	4	85
New Jersey	19	0	0	19	299
New Mexico	10	1	0	11	361
New York	57	1	0	58	2,653
North Carolina	17	1	0	18	379
North Dakota	7	0	1	8	82
Ohio	31	0	0	31	1,103
Oklahoma	15	0	1	16	468
Oregon	8	1	0	9	279
Pennsylvania	31	1	0	32	1,398
Puerto Rico	30	0	0	30	1,090
Rhode Island	4	0	0	4	95
South Carolina	16	0	0	16	420
South Dakota	5	0	0	5	141
Tennessee	24	0	0	24	530
Texas	71	1	0	72	3,854
Utah	6	0	1	7	199

EXHIBIT 2.2					
NUMBER OF EVEN START PROJECTS THAT OPERATED IN 2000-2001 AND NUMBER OF FAMILIES, BY STATE AND TYPE OF PROJECT					
STATE	TYPE OF PROJECT				NUMBER OF FAMILIES
	STATE-ADMINISTERED	MIGRANT EDUCATION	TRIBAL	TOTAL	
Vermont	4	1	0	5	98
Virginia	11	0	0	11	273
Washington	13	0	1	14	301
West Virginia	8	0	0	8	148
Wisconsin	17	0	1	18	696
Wyoming	6	0	0	6	132
TOTAL	821	20	14	855	30,033

Notes: The total number of families shown in this table is based on 2000-2001 ESPIRS data submitted by local projects. Families served by projects that did not submit 2000-2001 ESPIRS data are not included in this count.
Exhibit reads: In 2000-2001, 16 state-administered projects operated in Alabama.

EXHIBIT 2.3		
PERCENT OF EVEN START PROJECTS, BY REGION, URBAN/RURAL STATUS AND AGE, AND BY YEAR		
REGION AND URBAN/RURAL STATUS	YEAR	
	1999-2000	2000-2001
Region		
Northeast	20%	21%
Midwest	22%	23%
South	35%	35%
West	23%	21%
Urban/Rural		
Urban > 50,000 population	34%	32%
Urban < 50,000 population	19%	19%
Rural	47%	49%
Project Age		
One year	13%	14%
Two years	14%	13%
Three years	13%	14%
Four years	11%	11%
Five years	10%	8%
Six years	7%	8%
Seven years	18%	9%
Eight years	9%	13%
Nine years	5%	6%
Ten years	0%	4%
Eleven years	0%	0%
Twelve years	0%	0%

Notes: Prior to 1999-2000, Even Start projects were not allowed to receive federal funding for more than eight years unless they significantly “reconfigured” themselves.
Exhibit reads: In 2000-2001, 21 percent of Even Start projects were in the Northeast region.

EXHIBIT 2.4 PERCENT OF EVEN START PROJECTS, BY TYPE OF NON-LEA PARTNER, AND BY YEAR		
TYPE OF NON-LEA PARTNER	YEAR	
	1999-2000	2000-2001
Educational Entities		
Community college, 4 year college, university	22%	22%
Trade or technical school	6%	7%
Head Start	23%	26%
Other preschool or day care	11%	14%
Other Organizations		
Local, county, or state government agency	38%	39%
Library	10%	13%
Tribal organization	2%	2%
Foundation, professional or fraternal org.	4%	4%
Volunteer group	9%	9%
Church, temple, mosque, religious group	4%	5%
Other	33%	38%
Notes:		
Exhibit reads: In 2000-2001, 26 percent of Even Start projects had Head Start as a partner.		

EXHIBIT 2.5 PERCENT OF EVEN START PROJECTS, BY REPORTED AVAILABILITY OF NON-EVEN START EDUCATIONAL SERVICES IN THEIR COMMUNITIES, AND BY YEAR									
YEAR	NON-EVEN START EDUCATIONAL SERVICE								
	ABE (0-8)	ASE (9-12)	GED PREP	ESL	PAR. EDUC	ECE (0-2)	ECE (3-4)	ECE (5)	FAM LIT PROG
2000-2001	87%	89%	94%	80%	76%	59%	91%	90%	33%
1999-2000	87%	87%	94%	80%	72%	56%	91%	92%	30%
1998-1999	89%	88%	94%	81%	64%	51%	92%	92%	32%
1997-1998	90%	89%	95%	81%	73%	50%	91%	91%	32%
1996-1997	78%	88%		65%	48%	29%	83%	77%	16%
1995-1996	77%	87%		61%	46%	26%	80%	76%	16%
1994-1995	79%	87%		60%	45%	26%	79%	75%	20%
1993-1994	80%	88%		61%	42%	21%	78%	75%	18%
Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, and 1992-1993. In 1996-1997 and preceding years the evaluation did not distinguish ASE from GED.									
Exhibit reads: In 2000-2001, 87 percent of Even Start projects reported that ABE (grades 0 to 8) was available in their communities through programs other than Even Start.									

EXHIBIT 2.6 PERCENT OF ADULTS WHO PARTICIPATED IN EVEN START, BY INSTRUCTIONAL SERVICE AREA, BY PRIMARY SERVICE PROVIDER, AND BY YEAR								
YEAR/ PRIMARY SERVICE PROVIDER	INSTRUCTIONAL SERVICE							
	PAR CHI	PAR EDUC	ABE (0-4)	ABE (5-8)	ASE (9-12)	HI SCH	GED PREP	ESL
2000-2001								
% of participating adults	89%	89%	11%	13%	17%	6%	38%	40%
Even Start only	68%	60%	60%	55%	52%	24%	57%	55%
Collaborating agency only	1%	2%	11%	15%	17%	54%	15%	16%
Even Start & collaborator	31%	38%	29%	30%	30%	22%	28%	30%
1999-2000								
% of participating adults	88%	88%	11%	15%	19%	5%	39%	37%
Even Start only	72%	64%	67%	65%	58%	21%	60%	55%
Collaborating agency only	1%	2%	11%	12%	15%	48%	15%	16%
Even Start & collaborator	27%	34%	21%	23%	27%	31%	25%	29%
Notes:								
Exhibit reads: In 2000-2001, Even Start projects were the sole provider of parent-child activities for 68 percent of Even Start adults who participated in such activities.								

EXHIBIT 2.7 PERCENT OF CHILDREN WHO PARTICIPATED IN EVEN START, BY INSTRUCTIONAL SERVICE AREA, AND BY SERVICE PROVIDER (2000-2001)						
INSTRUCTIONAL SERVICE		PERCENT OF CHILDREN WHO PARTICIPATED	SERVICE PROVIDER			
			EVEN START	HEAD START	PUB SCH (K-3)	OTHER AGENCIES
Individualized, home-based ECE, by age	0-2 yrs	44%	93%	2%	0%	17%
	3 & 4 yrs	43%	92%	8%	0%	13%
	5+ yrs	31%	96%	3%	2%	8%
Organized, center- based ECE, by age	0-2 yrs	60%	89%	3%	0%	18%
	3 & 4 yrs	75%	73%	22%	1%	23%
	5+ yrs	35%	73%	13%	15%	23%
Day care with educational component, by age	0-2 yrs	40%	83%	2%	0%	24%
	3 & 4 yrs	30%	75%	9%	1%	27%
	5+ yrs	13%	79%	6%	4%	26%
Educ. services for school-age children outside school hours		10%	67%	2%	20%	28%
Compulsory schooling (K-3)		24%	6%	1%	89%	8%
Parent-child joint activities		87%	95%	5%	4%	22%
Other		7%	51%	5%	10%	52%
Notes: Percentages exceed 100 percent for each type of service because projects could report more than one service provider. Percentages are based on children who participated in each type of service.						
Exhibit reads: In 2000-2001, 95 percent of children who participated in parent-child activities received those services through Even Start.						

EXHIBIT 2.8 PERCENT OF EVEN START PROJECTS, BY SERVICE PROVIDED, AND BY COLLABORATING AGENCY (2000-2001)						
COLLABORATING AGENCY	SERVICE PROVIDED					
	CASH FUNDING SUPPORT	INSTRUCTIONAL STAFF	ADMINISTRATIVE, SUPPORT, &/OR TECHNICAL STAFF	SPACE, EQUIPMENT	COMMUNITY SUPPORT, EXPOSURE, TECH ASSISTANCE	JOB TRAINING/ SHADOWING SITES, MENTORS
Educational Agencies						
Public school elementary ed dept	10%	40%	53%	56%	53%	11%
Public school adult ed department	14%	51%	48%	44%	43%	19%
Head Start project	6%	35%	31%	29%	50%	10%
Community college, college, univ	4%	33%	28%	17%	41%	20%
State-funded preschool program	7%	33%	28%	26%	28%	7%
Title I preschool program	8%	23%	24%	18%	23%	3%
Trade or technical school/institute	2%	13%	12%	8%	20%	15%
Private preschool or day care	1%	12%	8%	10%	17%	4%
Other Agencies						
State governmental agencies	22%	12%	34%	8%	42%	13%
Local governmental agencies	12%	12%	25%	16%	52%	16%
Volunteer groups	9%	25%	11%	8%	39%	12%
Local businesses	19%	3%	4%	8%	38%	16%
Foundations or fraternal groups	19%	3%	4%	4%	16%	4%
Tribal organizations	2%	2%	2%	3%	5%	3%
Other	6%	6%	6%	8%	8%	3%
Notes: Bold shows cells that are 30 percent or higher.						
Exhibit reads: In 2000-2001, 10 percent of Even Start projects received cash funding support from a public school elementary education department.						

EXHIBIT 2.9		
PERCENT OF EVEN START PROJECTS,		
BY CRITERIA USED TO IDENTIFY FAMILIES MOST IN NEED, AND BY YEAR		
CRITERIA FOR IDENTIFYING FAMILIES MOST IN NEED	YEAR	
	1999-2000	2000-2001
Literacy		
Parent has low literacy skills	96%	96%
Parent did not complete eighth grade	85%	84%
Parent is low English proficient	80%	82%
Income and Housing		
Family income below poverty level	90%	90%
Family receives public assistance	86%	86%
Family has no earned income	83%	82%
Family resides in specific housing development or other neighborhood within Title I area	67%	67%
Family is homeless	67%	67%
Family Circumstances		
Single parent	84%	84%
Teen parent	82%	80%
Parent is a recent immigrant	60%	61%
3 or more children ages 15 or younger	57%	55%
Family is a migrant agricultural family	40%	43%
Parent is incarcerated	33%	31%
Family resides in an empowerment zone	31%	30%
Other	35%	31%
Notes:		
Exhibit reads: In 2000-2001, 96 percent of Even Start projects considered parents' low literacy skills in targeting services to families most in need.		

EXHIBIT 2.10			
PERCENT OF EVEN START PROJECTS,			
BY ASSESSMENT METHOD USED TO PLACE ADULTS AND CHILDREN IN APPROPRIATE			
EDUCATIONAL SERVICES, BY INSTRUCTIONAL SERVICE AREA, AND BY YEAR			
INSTRUCTIONAL SERVICE AREA	ASSESSMENT METHOD		
	TEACHER ASSESSMENT (E.G., INTERVIEW, OBSERVATION)	SELF-ASSESSMENT BY STUDENT	STANDARDIZED ASSESSMENT TEST
2000-2001			
Adult basic education	67%	36%	79%
GED preparation	66%	35%	77%
Adult secondary educ	58%	28%	68%
High school	46%	21%	45%
ESL	63%	37%	55%
Parenting education	78%	66%	14%
Early childhood educ	84%	24%	51%
1999-2000			
Adult basic education	67%	36%	77%
GED preparation	65%	36%	76%
Adult secondary educ	58%	30%	66%
High school	46%	22%	43%
ESL	61%	36%	48%
Parenting education	76%	64%	11%
Early childhood educ	83%	24%	48%
Notes: Percentages for each service area may exceed 100 because projects could select more than one method for each service area.			
Exhibit reads: In 2000-2001, 67 percent of Even Start projects used assessment by teachers to place adults in adult basic education services.			

EXHIBIT 2.11 PERCENT OF EVEN START PROJECTS, BY SPECIAL RECRUITMENT STRATEGIES USED "A GREAT DEAL", AND BY YEAR													
YEAR	SPECIAL RECRUITMENT STRATEGIES												
	WORD OF MOUTH	COLLABORATING AGENCIES	COMMUNITY AGENCY REFERRALS	POSTERS OR FLYERS	PUBLIC SCHOOL REFERRALS	HEAD START REFERRALS	HOME VISITS	TELEPHONE CONTACT	VISIT COMMUNITY AGENCIES	WALKING THE NEIGHBORHOOD	TARGETED MAILINGS	MASS MEDIA	OTHER
2000-2001	76%	65%	52%	48%	49%	41%	37%	33%	34%	21%	15%	14%	17%
1999-2000	76%	64%	51%	47%	47%	40%	37%	31%	34%	22%	15%	13%	19%
1998-1999	76%	68%	51%	49%	49%	44%	38%	35%	34%	24%	17%	16%	34%
1997-1998	75%	65%	50%	47%	47%	41%	37%	34%	34%	25%	17%	14%	35%
1996-1997	76%	67%	53%	50%	47%	42%	37%	34%	35%	19%	16%	15%	31%
1995-1996	75%	63%	51%	51%	47%	43%	39%	36%	38%	22%	18%	14%	31%
1994-1995	68%	62%	52%	52%	54%	42%	45%	36%	38%	22%	17%	17%	29%
1993-1994	68%	61%	50%	50%	54%	41%	46%	36%	39%	23%	16%	17%	32%

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992 and 1992-1993.

Exhibit reads: In 2000-2001, 76 percent of projects used word of mouth "a great deal" for recruiting families.

EXHIBIT 2.12 PERCENT OF EVEN START PROJECTS, BY PROCEDURES USED TO SCREEN POTENTIAL PARTICIPANTS, AND BY YEAR										
YEAR	PROCEDURES USED TO SCREEN PARTICIPANTS									
	VERIFY ELIGIBILITY			CONDUCT ORIENTATIONS	ASSESS ADULT BASIC SKILLS		ASSESS CHILDREN	PROVIDE COUNSELING	CONTACT OTHER AGENCIES	OBTAIN SCREENING INFO FROM OTHER AGENCIES
	DETERMINE FAMILY INCOME – SELF-REPORT	VERIFY INCOME VIA PAY STUBS, EMPLOYER.	DETERMINE EDUC. LEVEL – SELF REPORT		ASSESS ADULT BASIC SKILLS – PAPER AND PENCIL	ASSESS ADULT BASIC SKILLS - INTERVIEW				
2000-2001	81%	21%	95%	NA	88%	89%	85%	NA	NA	78%
1999-2000	80%	21%	94%	NA	85%	85%	82%	NA	NA	77%
1998-1999	90%			79%	79%		59%	20%	18%	NA
1997-1998	90%			78%	81%		59%	22%	19%	NA
1996-1997	82%			70%	76%		48%	20%	39%	NA
1995-1996	82%			67%	74%		49%	20%	39%	NA
1994-1995	85%			66%	74%		52%	20%	39%	NA
1993-1994	85%			64%	73%		53%	23%	39%	NA
Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, and 1992-1993. Prior to 1999-2000, projects responded “a great deal” if they used a procedure with 76-100 percent of their families. Starting in 1999-2000, data were in response to a “yes/no” question. Row percentages do not add to 100 percent as projects could use more than one procedure. Data on conducting orientations, providing counseling, and contacting other agencies were not available in 1999-2000. Data on obtaining screening information from other agencies were not available until 1999-2000.										
Exhibit reads: In 2000-2001, 81 percent of Even Start projects determined family income through self-report.										

EXHIBIT 2.13 STATISTICS DESCRIBING THE PERIOD OF TIME DURING WHICH EVEN START PROJECTS PREPARE FAMILIES FOR PARTICIPATION, BY YEAR		
STATISTIC	YEAR	
	1999-2000	2000-2001
Percentage of projects that have a preparation period	84%	85%
Median length of preparation period in weeks	3 weeks	4 weeks
Median length of preparation period in hours of participation	10 hours	12 hours
Average time before assigning national evaluation family codes	4 weeks	3 weeks
Average hours of service prior to assigning family codes	17 hours	19 hours
Projects that have an attendance policy	68%	69%
Notes: The median length of the preparation period is based on the projects that reported a preparation period of greater than zero weeks or hours.		
Exhibit reads: In 2000-2001, 85 percent of Even Start projects had a period of preparation.		

EXHIBIT 2.14 PERCENT OF EVEN START PROJECTS, BY SERVICES USED TO PREPARE ADULTS BEFORE FULLY ENGAGING THEM IN ADULT EDUCATION AND PARENTING EDUCATION, AND BY YEAR											
YEAR	PREPARATION SERVICE										
	CONDUCT ORIENTATION	CONDUCT HOME VISITS	INVITE TO SOCIAL FUNCTION	FIELD TRIPS OR OTHER OUTINGS	BEGIN AE FIRST	BEGIN PE FIRST	NO PREPARATION PERIOD	INVITE PARENTS TO AE OR PE	SUPPORT SERVICES	ENSURE FAMILY COMMITMENT	INVITE CHILDREN TO ECE
2000-2001	85%	83%	76%	NA	NA	NA	15%	88%	88%	84%	79%
1999-2000	81%	81%	73%	NA	NA	NA	16%	85%	85%	82%	75%
1998-1999	88%	83%	65%	54%	44%	31%	25%	NA	NA	NA	NA
1997-1998	87%	83%	62%	53%	44%	30%	29%	NA	NA	NA	NA
1993-1994	68%	74%	44%	31%	22%	19%	13%	NA	NA	NA	NA

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, 1992-1993, 1994-1995, 1995-1996 and 1996-1997.

Exhibit reads: In 2000-2001, 85 percent of Even Start projects conducted orientation sessions before fully engaging participants in core services.

EXHIBIT 2.15 PERCENT OF EVEN START PARENTS AND CHILDREN, BY SUPPORT SERVICE RECEIVED, AND BY YEAR									
YEAR	SUPPORT SERVICE								
	CHILD CARE	MEALS	FAMILY SUPPORT	SOCIAL SERVICES	TRANSPORTATION	HEALTH CARE, REFERRAL, SCREENING	EMPLOYMENT ASSISTANCE	TRANSLATOR, INTERPRETER	COUNSELING
Parents									
2000-2001	62%	55%	49%	46%	47%	41%	34%	25%	NA
1999-2000	60%	53%	48%	47%	46%	41%	34%	23%	NA
1998-1999	65%	54%	53%	51%	50%	44%	37%	25%	NA
1997-1998	65%	55%	55%	56%	52%	45%	40%	23%	NA
1996-1997	54%	43%	39%	36%	46%	28%	21%	16%	NA
1995-1996	52%	38%	39%	36%	43%	26%	19%	15%	NA
1994-1995	53%	39%	30%	34%	45%	27%	18%	14%	NA
Children									
2000-2001	58%	58%	NA	NA	45%	36%	NA	16%	17%
1999-2000	56%	56%	NA	NA	44%	35%	NA	15%	18%
1998-1999	59%	57%	NA	NA	48%	42%	NA	17%	18%
1997-1998	59%	58%	NA	NA	50%	43%	NA	15%	19%
1996-1997	50%	51%	NA	NA	45%	28%	NA	11%	10%
1995-1996	48%	48%	NA	NA	43%	28%	NA	11%	11%
1994-1995	48%	47%	NA	NA	44%	27%	NA	10%	11%

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, 1992-1993 and 1993-1994. N/A shows that some support services were not offered.

Exhibit reads: In 2000-2001, 62 percent of Even Start parents received assistance with childcare.

EXHIBIT 2.16 PERCENT OF EVEN START PROJECTS, BY METHOD OF ACCOMMODATING FAMILY SCHEDULE, AND BY YEAR								
YEAR	METHOD OF ACCOMMODATING FAMILY SCHEDULE							
	CHILD CARE MADE AVAILABLE	HOME-BASED AND CENTER-BASED SERVICES	DAY AND EVENING OR WEEKEND INSTRUCTION		PROVIDE TRANSPORTATION	AFTER SCHOOL/ WEEKEND HOMEWORK ASSISTANCE FOR OLDER CHILDREN	HOME VISITS DURING ADULT OR CHILD ILLNESS	OTHER
			DAY AND EVENING	WEEKEND				
2000-2001	87%	78%	65%	16%	76%	46%	81%	19%
1999-2000	87%	77%	65%	15%	77%	46%	81%	20%
1998-1999	91%	80%	62%		N/A	N/A	N/A	41%
1997-1998	89%	80%	57%		N/A	N/A	N/A	46%
1996-1997	92%	71%	54%		N/A	N/A	N/A	20%
1995-1996	89%	69%	53%		N/A	N/A	N/A	19%
1994-1995	89%	75%	53%		N/A	N/A	N/A	24%
1993-1994	86%	69%	55%		N/A	N/A	N/A	21%
Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992 and 1992-1993. For 1993-1994 through 1998-1999, projects reported whether they provided day and evening instruction, or weekend instruction. In 1999-2000, projects reported separately on whether they provided day and evening instruction, and/or weekend instruction. Data on providing transportation, homework assistance for older children, and home visits during illness were first available in 1999-2000.								
Exhibit reads: In 2000-2001, 87 percent of Even Start projects provided child care to enable parents to attend instructional services.								

EXHIBIT 2.17 PERCENT OF EVEN START PROJECTS, BY SERVICES USED TO PREPARE ADULTS FOR EMPLOYMENT, AND BY YEAR		
PREPARATORY SERVICES	YEAR	
	1999-2000	2000-2001
Discuss vocational topics/job retention strategies in adult education classes	88%	89%
Use class time on how to access community services/vocational information	86%	89%
Use career interests/exploration surveys in adult/parenting education classes	81%	81%
Practice specific job skills in adult and/or parenting education classes	81%	81%
Discuss vocational topics and job retention strategies in parenting education	75%	77%
Coordinate with JTPA, One Stop, School to Work and business community	72%	72%
Maintain connections with employers and post-secondary institutions	66%	65%
Adults develop a plan for employment goal attainment	65%	67%
Provide job shadowing, mentoring, work experience in adult/parenting educ	41%	43%
Other	19%	22%
Notes:		
Exhibit reads: In 2000-2001, 89 percent of Even Start projects discussed vocational topics and job retention strategies in adult education classes.		

EXHIBIT 2.18 HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS, BY TYPE OF ADULT INSTRUCTIONAL SERVICE, AND BY YEAR								
YEAR	ADULT SERVICE						PARENTING SERVICE	
	ABE (0-4)	ABE (5-8)	ASE (9-12)	GED PREP	HIGH SCHOOL	ESL	PARENTING EDUCATION	PAR-CH JOINT ACTIVITIES
2000-2001	473 hrs	476 hrs	504 hrs	487 hrs	684 hrs	381 hrs	173 hrs	157 hrs
1999-2000	463 hrs	479 hrs	505 hrs	479 hrs	666 hrs	371 hrs	167 hrs	152 hrs
1998-1999	458 hrs	465 hrs	500 hrs		NA	386 hrs	219 hrs	NA
1997-1998	428 hrs	439 hrs	468 hrs		NA	286 hrs	201 hrs	NA
1996-1997	390 hrs	412 hrs	430 hrs		NA	335 hrs	196 hrs	NA
1995-1996	369 hrs	386 hrs	404 hrs		NA	325 hrs	201 hrs	NA
1994-1995	341 hrs	351 hrs	367 hrs		NA	311 hrs	195 hrs	NA
1993-1994	310 hrs	320 hrs	340 hrs		NA	300 hrs	170 hrs	NA

Notes: Bold shows the highest number in each column. Data are not shown for 1989-1990, 1990-1991, 1991-1992 and 1992-1993 since in these years data were collected only on hours received, not hours offered. Prior to 1999-2000, projects reported the number of hours offered during a typical month, and the number of months for which the service was offered. Starting in 1999-2000, projects reported separately on each month of the program year.

Exhibit reads: In 2000-2001, the typical Even Start adult was offered an average of 473 hours of beginning adult basic education instruction.

EXHIBIT 2.19 HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS, BY TYPE OF ADULT INSTRUCTIONAL SERVICE, AND BY MONTH (2000-2001)								
MONTH	ADULT SERVICE						PARENTING SERVICE	
	ABE (0-4)	ABE (5-8)	ASE (9-12)	GED PREP	HIGH SCHOOL	ESL	PARENTING EDUCATION	PAR-CHI JOINT ACTIVITIES
Jul 2000	25	25	24	25	24	21	11	10
Aug 2000	25	25	26	27	31	18	10	9
Sep 2000	42	43	45	43	65	33	15	13
Oct 2000	45	46	49	46	69	37	16	13
Nov 2000	45	45	49	46	68	36	16	14
Dec 2000	36	36	39	37	55	28	13	12
Jan 2001	45	45	48	46	68	36	15	14
Feb 2001	46	46	49	47	69	36	16	14
Mar 2001	47	47	50	47	68	37	17	15
Apr 2001	45	45	48	45	65	36	16	14
May 2001	47	46	49	47	68	37	16	15
Jun 2001	33	32	33	34	36	28	14	13
Total	473	476	504	487	684	381	173	157

Notes: Bold shows the highest number in each column. Sum of months may not add to the total due to rounding.

Exhibit reads: In January of 2001, the typical Even Start adult was offered an average of 45 hours of beginning adult basic education instruction.

EXHIBIT 2.20		
PERCENT OF EVEN START PROJECTS,		
BY INTENSITY OF ADULT EDUCATION SERVICES, AND BY YEAR		
LEVEL OF INTENSITY	YEAR	
	1999-2000	2000-2001
Beginning ABE (offered by 54% of all projects)		
Low intensity (>0 and <=8 hours/month)	11%	9%
Low-moderate (>8 and <=30 hours/month)	34%	35%
High-moderate (>30 and <60 hours/month)	34%	32%
High intensity (>=60 hours/month)	21%	24%
Intermediate ABE (offered by 56% of all projects)		
Low intensity (>0 and <=8 hours/month)	9%	8%
Low-moderate (>8 and <=30 hours/month)	33%	34%
High-moderate (>30 and <60 hours/month)	35%	35%
High intensity (>=60 hours/month)	23%	23%
Adult Secondary Education (offered by 65% of all projects)		
Low intensity (>0 and <=8 hours/month)	10%	9%
Low-moderate (>8 and <=30 hours/month)	31%	32%
High-moderate (>30 and <60 hours/month)	34%	33%
High intensity (>=60 hours/month)	25%	26%
GED Preparation (offered by 90% of all projects)		
Low intensity (>0 and <=8 hours/month)	8%	8%
Low-moderate (>8 and <=30 hours/month)	35%	34%
High-moderate (>30 and <60 hours/month)	35%	33%
High intensity (>=60 hours/month)	22%	24%
English as a Second Language (offered by 66% of all projects)		
Low intensity (>0 and <=8 hours/month)	11%	9%
Low-moderate (>8 and <=30 hours/month)	45%	45%
High-moderate (>30 and <60 hours/month)	30%	32%
High intensity (>=60 hours/month)	14%	14%
Notes: For each instructional service, the average monthly hours for a project is calculated as total annual hours that the project offered the service divided by the number of months that the project offered the service.		
Exhibit reads: In 2000-2001, 24 percent of Even Start projects provided high-intensity ABE services.		

EXHIBIT 2.21		
PERCENT OF EVEN START PROJECTS LISTING VARIOUS PARENTING EDUCATION ACTIVITIES AS AMONG THE 10 MOST FREQUENTLY ADDRESSED, BY YEAR		
PARENTING EDUCATION ACTIVITIES	YEAR	
	1999-2000	2000-2001
Parent-Child Interactions		
Promoting parent/child reading together and other literacy activities	91%	93%
General understanding of how children develop	78%	81%
How to manage child behavior	77%	77%
Helping parents understand what to expect of their children	73%	74%
Understanding how talking with child promotes child literacy	71%	73%
Developing child's language and thinking skills	66%	69%
How to ensure child's safety and well-being	53%	52%
How to ask good (meaningful, open-ended) questions of children	19%	18%
How to promote child's social skills development	47%	47%
How to work effectively with child's school and teachers	41%	43%
How to provide child with easy access to writing/reading materials	40%	40%
How to prepare children for school routines	27%	28%
How to help children with homework	25%	25%
Parent Self-Help Skills		
Building parents' self-esteem	58%	60%
Building parents' life skills	58%	59%
Building parents' awareness of community and social services	47%	50%
Building parents' understanding of good health and nutrition	48%	48%
Building parents' awareness of vocational/education opportunities	37%	36%
Notes:		
Exhibit reads: In 2000-2001, 93 percent of Even Start projects listed "promoting parent/child reading together and other literacy activities" as one of the most frequently addressed parenting education activities.		

EXHIBIT 2.22		
PERCENT OF EVEN START PROJECTS, BY INTENSITY OF PARENTING EDUCATION SERVICES, AND BY YEAR		
LEVEL OF INTENSITY	YEAR	
	1999-2000	2000-2001
Low intensity (>0 and <=4 hours/month)	13%	14%
Low-moderate (>4 and <=10 hours/month)	35%	32%
High-moderate (>10 and <20 hours/month)	29%	31%
High intensity (>=20 hours/month)	23%	23%
Notes: For each instructional service, the average monthly hours for a project is calculated as total annual hours that the project offered the service divided by the number of months that the project offered the service.		
Exhibit reads: In 2000-2001, 23 percent of Even Start projects provided high intensity parenting education services.		

EXHIBIT 2.23				
HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS IN EARLY CHILDHOOD EDUCATION, BY AGE OF CHILD, AND BY YEAR				
YEAR	AGE OF CHILD			
	< 3 YEARS	3 & 4 YEARS	5 YEARS	6 & 7 YEARS
2000-2001	534 hrs	682 hrs	556 hrs	279 hrs
1999-2000	507 hrs	610 hrs	526 hrs	241 hrs
1998-1999	477 hrs	596 hrs	678 hrs	756 hrs
1997-1998	443 hrs	567 hrs	638 hrs	705 hrs
1996-1997	406 hrs	554 hrs	553 hrs	588 hrs
1995-1996	391 hrs	547 hrs	575 hrs	609 hrs
1994-1995	350 hrs	489 hrs	519 hrs	557 hrs
1993-1994	280 hrs	390 hrs	350 hrs	225 hrs

Notes: Bold shows the highest number in each column. Data are not shown for 1989-1990, 1990-1991, and 1992-1993 since in these years data were collected only on hours received, not on hours offered. Prior to 1999-2000, projects reported the number of hours offered during a typical month and the number of months for which the service was offered. Starting in 1999-2000, projects reported separately on each month of the program year. Also, starting in 1999-2000, projects were asked NOT to include compulsory school hours for older children. In earlier years, projects were asked to include those hours.

Exhibit reads: In 2000-2001, the typical Even Start child under three years of age was offered an average of 534 hours of early childhood education services.

EXHIBIT 2.24				
HOURS OF INSTRUCTIONAL SERVICES OFFERED TO EVEN START PARTICIPANTS IN EARLY CHILDHOOD EDUCATION, BY AGE OF CHILD, AND BY MONTH (2000-2001)				
MONTH	AGE OF CHILD			
	<3 YEARS	3 & 4 YEARS	5 YEARS	6 & 7 YEARS
Jul 2000	30	32	32	26
Aug 2000	30	33	31	21
Sep 2000	47	57	48	21
Oct 2000	50	61	52	23
Nov 2000	50	60	51	22
Dec 2000	40	48	42	20
Jan 2001	49	60	51	22
Feb 2001	50	60	52	23
Mar 2001	51	62	53	24
Apr 2001	49	59	51	22
May 2001	52	62	54	23
Jun 2001	38	44	40	28
Total	534	682	556	279

Notes: Bold shows the highest number in each column.

Exhibit reads: In January of 2000-2001, the typical Even Start child under three years of age was offered an average of 49 hours of early childhood education services.

EXHIBIT 2.25		
PERCENT OF EVEN START PROJECTS,		
BY INTENSITY OF EARLY CHILDHOOD EDUCATION SERVICES, BY CHILD AGE, AND BY YEAR		
LEVEL OF INTENSITY	YEAR	
	1999-2000	2000-2001
Birth Through Two-Year Olds		
Low intensity (>0 and <4 hours/month)	7%	6%
Low-moderate (>=4 and <=30 hours/month)	35%	34%
High-moderate (>30 and <60 hours/month)	31%	32%
High intensity (>=60 hours/month)	27%	28%
Three to Five-Year Olds		
Low intensity (>0 and <=12 hours/month)	13%	11%
Low-moderate (>12 and <=30 hours/month)	19%	20%
High-moderate (>30 and <65 hours/month)	39%	38%
High intensity (>=65 hours/month)	29%	31%
Notes: For each instructional service, the average monthly hours for a project is calculated as total annual hours that the project offered the service divided by the number of months that the project offered the service.		
Exhibit reads: In 2000-2001, 28 percent of Even Start projects offered high intensity early childhood education to children under three years of age.		

EXHIBIT 2.26				
PERCENT OF EVEN START PROJECTS LISTING VARIOUS PARENT/CHILD ACTIVITIES				
AS AMONG THE FIVE MOST FREQUENTLY UNDERTAKEN IN CENTERS AND IN HOMES, AND BY YEAR				
PARENT/CHILD ACTIVITIES	YEAR			
	1999-2000		2000-2001	
	CENTERS	HOMES	CENTERS	HOMES
Literacy Activities				
Story telling	33%	29%	33%	31%
Reading aloud	62%	71%	64%	74%
Working with letters and writing	25%	28%	25%	30%
Working with numbers (counting, number games)	25%	28%	25%	30%
Working on other cognitive skills (shapes, colors)	52%	52%	51%	54%
Literacy-related social activities (e.g., library night)	36%	23%	36%	24%
Other Activities				
Sensory stimulation (auditory, visual, tactile)	41%	40%	42%	38%
Gross motor activities	34%	20%	32%	20%
Activities to promote sharing/working with others	44%	17%	46%	16%
Activities to promote independence and self-help	23%	30%	22%	30%
Modeling/practicing positive parenting behaviors	44%	57%	46%	56%
Instruction and coaching of specific parenting skills	22%	39%	20%	40%
Activities focusing on health and nutrition practices	17%	24%	18%	23%
Notes:				
Exhibit reads: In 2000-2001, 33 percent of Even Start projects listed story telling as one of the parent-child activities most frequently undertaken in center-based programs.				

EXHIBIT 2.27 HOURS PER MONTH OF PARENT-CHILD JOINT ACTIVITIES OFFERED TO EVEN START FAMILIES, BY SERVICE SETTING, AND BY YEAR				
YEAR	SERVICE SETTING			
	CENTER OR CLASSROOM	FIELD TRIPS, MEALS, SOCIAL FUNCTIONS	HOME VISITS	TOTAL
2000-2001	NA	NA	NA	13.1 hrs
1999-2000	NA	NA	NA	12.6 hrs
1998-1999	10.0 hrs	5.4 hrs	2.9 hrs	17.4 hrs
1997-1998	9.9 hrs	5.3 hrs	3.2 hrs	17.3 hrs
1996-1997	8.1 hrs	5.3 hrs	2.9 hrs	16.3 hrs
1995-1996	8.5 hrs	5.3 hrs	3.3 hrs	17.1 hrs
1994-1995	7.5 hrs	4.4 hrs	2.8 hrs	14.7 hrs
1993-1994	7.0 hrs	4.0 hrs	3.0 hrs	14.0 hrs

Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992 and 1992-1993. For 1997-1998 and 1998-1999, the number of hours reported for each setting do not sum to the total number of hours across settings because of differential amounts of missing data. Starting in 1999-2000, projects reported only the total number of hours of parent-child joint activities offered in each month.

Exhibit reads: In 2000-2001, Even Start projects offered an average of 13.1 hours per month of parent-child joint activities.

EXHIBIT 2.28 PERCENT OF EVEN START PROJECTS, BY LANGUAGES USED IN PARENTING, ADULT AND EARLY CHILDHOOD EDUCATION CLASSES, AND BY YEAR		
INSTRUCTIONAL SERVICE AREA AND LANGUAGE USED	YEAR	
	1999-2000	2000-2001
Parenting Education		
Project has only English-speaking participants	33%	30%
English only (some participants speak other languages)	22%	20%
English and non-English languages of most participants	35%	39%
English and non-English languages of some participants	10%	10%
Adult Education		
Project has only English-speaking participants	33%	31%
English only (some participants speak other languages)	32%	29%
English and non-English languages of most participants	27%	30%
English and non-English languages of some participants	9%	9%
Early Childhood Education		
Project has only English-speaking participants	34%	33%
English only (some participants speak other languages)	27%	25%
English and non-English languages of most participants	30%	32%
English and non-English languages of some participants	9%	9%

Notes:
Exhibit reads: In 2000-2001, 30 percent of Even Start projects has only English-speaking participants in their parenting education classes.

EXHIBIT 2.29		
PERCENT OF EVEN START PROJECTS,		
BY APPROACH USED TO INTEGRATE SERVICES “ALMOST ALWAYS”,		
BY INSTRUCTIONAL COMPONENT, AND BY YEAR		
INSTRUCTIONAL COMPONENT/ INTEGRATION APPROACH	YEAR	
	1999-2000	2000-2001
Adult Education and Parenting Education		
Staff from both areas share participant info formally	71%	72%
Staff from both areas share participant info informally	75%	75%
Staff from both areas participate in joint inservice training	55%	56%
Use similar or complementary activities to achieve educational goals in both areas	51%	51%
The same instructors conduct activities in both areas	37%	36%
Parenting Education and Early Childhood Education		
Staff from both areas share participant info formally	72%	70%
Staff from both areas share participant info informally	77%	77%
Staff from both areas participate in joint inservice training	62%	61%
Use similar or complementary activities to achieve educational goals in both areas	55%	54%
The same instructors conduct activities in both areas	43%	41%
Adult Education and Early Childhood Education		
Staff from both areas share participant info formally	56%	56%
Staff from both areas share participant info informally	62%	62%
Staff from both areas participate in joint inservice training	44%	43%
Use similar or complementary activities to achieve educational goals in both areas	39%	39%
The same instructors conduct activities in both areas	25%	26%
Notes:		
Exhibit reads: In 2000-2001, 72 percent of Even Start projects reported that staff from adult education and parenting education areas “almost always” share student information formally in order to integrate services.		

EXHIBIT 2.30 PERCENT OF EVEN START PROJECTS, BY TOPIC ADDRESSED IN INSERVICE TRAINING PROVIDED TO PROJECT STAFF, AND BY YEAR		
TOPIC ADDRESSED IN INSERVICE TRAINING	YEAR	
	1999-2000	2000-2001
Services		
Early childhood education curriculum/services	94%	94%
Parenting education curriculum/services	91%	94%
Program development/improvement	89%	93%
Adult education curriculum/services	84%	87%
Conducting home-visits	84%	85%
Operations		
Interagency collaboration	80%	82%
Team building	80%	83%
Recruitment/retention	78%	82%
Evaluation		
Adult and/or child basic skills and developmental assessment	84%	85%
Local evaluation	78%	81%
National evaluation	65%	69%
Notes:		
Exhibit reads: In 2000-2001, 94 percent of Even Start projects provided inservice training on early childhood education curriculum/services.		

EXHIBIT 2.31 PERCENT OF EVEN START PROJECTS, BY PRIMARY SERVICE SETTING, AND BY YEAR		
PRIMARY SERVICE SETTING	YEAR	
	1999-2000	2000-2001
Most instructional services are center-based	57%	54%
Most instructional services are home-based	9%	9%
Some instructional services are center-based and some are home-based	34%	37%
Notes:		
Exhibit reads: In 2000-2001, 54 percent of Even Start projects used center-based instructional services for most of their families.		

EXHIBIT 2.32		
PERCENT OF EVEN START PROJECTS,		
BY SERVICE OFFERED TO EVEN START FAMILIES DURING PERIODS OF		
RELATIVELY LOW-LEVEL SERVICES (SUCH AS SUMMER), AND BY YEAR		
SERVICE OFFERED	YEAR	
	1999-2000	2000-2001
Any Period of Low-Level Services?		
Projects that reported some period of low-level services	82%	85%
Same level of service is maintained over 12 months	18%	15%
Services Offered During Period of Low-Level Services		
Referrals for support services	79%	81%
Home visits	72%	72%
Parenting education services	67%	71%
Early childhood education services	67%	70%
Recreational/social activities	67%	69%
Adult education services	63%	66%
Enrichment (e.g., day camp for children, tutoring for adults)	57%	58%
Other	22%	23%
Notes:		
Exhibit reads: In 2000-2001, 81 percent of Even Start projects offered referrals for support services during the periods in which they offer relatively lower levels of instructional services (e.g., the summer break).		

EXHIBIT 2.33				
PERCENT OF EVEN START PROJECTS,				
BY METHOD USED IN LOCAL EVALUATION TO OBTAIN FEEDBACK ABOUT PROJECT OPERATIONS,				
WHETHER THE METHOD WAS USEFUL, AND BY YEAR				
METHOD USED IN LOCAL EVALUATION TO OBTAIN FEEDBACK	YEAR			
	1999-2000		2000-2001	
	PERCENT USED	METHOD WAS USEFUL	PERCENT USED	METHOD WAS USEFUL
Interviews/Meetings				
with project staff	98%	99%	98%	99%
with project participants	96%	99%	96%	99%
with project administrators	93%	99%	94%	99%
with collaborating agencies	86%	97%	87%	98%
Tests/Assessments				
of participating adults	93%	97%	94%	98%
of participating children	87%	97%	91%	97%
questionnaires/ratings from participants	77%	97%	78%	98%
Classroom Observations				
of early childhood education	82%	99%	83%	99%
of parent education	76%	98%	79%	99%
of adult education	74%	98%	79%	99%
Note: Percent of projects reporting that a method was useful is based on all projects that responded yes with regard to whether they used the method.				
Exhibit reads: In 2000-2001, 98 percent of Even Start projects used interviews and meetings with project staff to obtain feedback about the project; 99 percent of those projects found this to be a useful way to obtain feedback.				

EXHIBIT 2.34		
PERCENT OF EVEN START PROJECTS,		
BY ADULT ASSESSMENT SCALE ADMINISTERED, AND BY YEAR		
ADULT ASSESSMENT SCALE	YEAR	
	1999-2000	2000-2001
Tests of Adult Basic Education (TABE)	72%	73%
Comprehensive Adult Student Assessment System (CASAS)	31%	32%
Basic English Skills Test (BEST)	22%	26%
Language Assessment Scale (LAS)	6%	7%
IDEA Proficiency Test (IPT)	3%	3%
Other	44%	47%
Notes:		
Exhibit reads: In 2000-2001, 73 percent of Even Start projects administered the TABE to adult participants for basic skills assessment.		

EXHIBIT 2.35		
PERCENT OF EVEN START PROJECTS,		
BY CHILD ASSESSMENT SCALE ADMINISTERED, AND BY YEAR		
CHILD ASSESSMENT SCALE	YEAR	
	1999-2000	2000-2001
Denver Developmental Inventory II	36%	36%
High/Scope Classroom Observation Record (COR)	27%	28%
Preschool Language Scale-3 (PLS)	19%	22%
Peabody Picture Vocabulary Test (PPVT-R or PPVT-III)	22%	20%
Brigance	16%	17%
PreSchool Inventory (PSI)	14%	12%
Early Screening Inventory (ESI)	8%	10%
Learning Accomplishment Profile	8%	8%
Iowa Tests of Basic Skills (ITBS)	6%	6%
Battelle	4%	4%
Pre-IDEA Proficiency Test (Pre-IPT)	3%	4%
Psychomotor Skills Inventory	4%	2%
Bracken	1%	1%
Other	59%	65%
Notes:		
Exhibit reads: In 2000-2001, 36 percent of Even Start projects administered the Denver Developmental Inventory II to participating children.		

EXHIBIT 2.36 PERCENT OF EVEN START PROJECTS PLANNING MAJOR, MINOR, OR NO CHANGES BASED ON MOST RECENT LOCAL EVALUATION, BY PROJECT AREA, AND BY YEAR						
YEAR	PROJECT AREA					
	PROJECT ADMINIS- TRATION	RECRUIT- MENT AND SCREENING	BASIC MODEL AND CURRIC.	STAFFING AND INSERVICE	COLLABOR- ATION	LOCAL EVALUATION
Major Changes						
2000-2001	6%	8%	6%	9%	9%	10%
1999-2000	5%	8%	6%	8%	9%	9%
1998-1999	6%	12%	8%	11%	13%	9%
1997-1998	6%	9%	6%	9%	9%	10%
1994-1995	4%	6%	7%	10%	10%	14%
1993-1994	7%	7%	8%	12%	10%	18%
Minor Changes						
2000-2001	30%	53%	41%	54%	38%	37%
1999-2000	26%	50%	39%	52%	37%	37%
1998-1999	30%	55%	49%	58%	43%	41%
1997-1998	26%	56%	46%	56%	44%	37%
1994-1995	27%	60%	47%	55%	50%	43%
1993-1994	23%	53%	45%	52%	48%	37%
No Changes						
2000-2001	64%	39%	52%	37%	53%	53%
1999-2000	69%	42%	55%	40%	54%	55%
1998-1999	64%	33%	43%	31%	44%	50%
1997-1998	68%	35%	49%	35%	46%	53%
1994-1995	69%	34%	46%	35%	40%	43%
1993-1994	70%	39%	48%	36%	42%	45%
Notes: Bold shows the highest number in each column. Data are not available for 1989-1990, 1990-1991, 1991-1992, 1992-1993, 1995-1996, and 1996-1997.						
Exhibit reads: In 2000-2001, 64 percent of Even Start projects planned no changes in project administration based on their most recent local evaluation.						

EXHIBIT 2.37		
PERCENT OF EVEN START PROJECTS, BY AGE OF CHILDREN SERVED, AND BY YEAR		
CHILD AGE	YEAR	
	1999-2000	2000-2001
Total projects that serve children in a consecutive 3-year age range	94%	96%
Infants less than 1 year old	88%	86%
1 year olds	90%	88%
2 year olds	92%	90%
3 year olds	96%	95%
4 year olds	95%	92%
5 year olds	86%	84%
6 year olds	70%	66%
7 year olds	66%	62%
8 years or older	48%	44%
Entire age range: Birth through 8+ years	39%	39%
Notes: Compulsory education services received by school-age children are not included.		
Exhibit reads: In 2000-2001, 86 percent of Even Start projects provided educational/developmental services to infants less than 1 year old.		

EXHIBIT 2.38		
PERCENT OF EVEN START PROJECTS, BY ANNUAL FEDERAL EXPENDITURE PER PROJECT, AND BY YEAR		
ANNUAL FEDERAL EXPENDITURE PER PROJECT	YEAR	
	1995-1996 (N=576 PROJECTS)	2000-2001 (N=806 PROJECTS)
\$75,000 or less	3%	6%
\$75,001 - \$125,000	32%	34%
\$125,001 - \$175,000	24%	27%
\$175,001 - \$225,000	23%	18%
\$225,001 - \$275,000	13%	12%
More than \$275,000	5%	3%
Notes: 1995-1996 was the year of data collection for the prior examination of Even Start costs (St.Pierre & Noonan, 1998)		
Exhibit reads: In 2000-2001, six percent of Even Start projects received \$75,000 or less in Even Start funds.		

Chapter 2: Description of the Universe of Even Start Projects

EXHIBIT 2.39			
ANNUAL FEDERAL EVEN START EXPENDITURE PER PROJECT AND PER FAMILY, BY STATE FOR 2000-2001			
STATE	N OF PROJECTS (TOTAL N=806)	ANNUAL EVEN START EXPENDITURE PER PROJECT	ANNUAL EVEN START EXPENDITURE PER FAMILY
Arkansas	13	\$74,869	\$3,311
Tennessee	21	\$87,289	\$3,279
Colorado	9	\$87,349	\$1,811
Hawaii	5	\$90,200	\$5,434
Idaho	6	\$92,552	\$2,524
Nebraska	9	\$97,081	\$3,596
South Carolina	13	\$103,040	\$2,897
Delaware	3	\$103,808	\$2,273
Wyoming	6	\$106,934	\$4,582
Iowa	9	\$108,397	\$4,394
Maine	8	\$109,859	\$5,707
North Dakota	6	\$109,969	\$5,024
Minnesota	10	\$113,462	\$3,327
Oklahoma	14	\$114,896	\$3,767
West Virginia	8	\$115,145	\$5,549
Kansas	7	\$116,440	\$2,058
Utah	7	\$117,329	\$3,820
Illinois	37	\$118,831	\$2,403
Washington	10	\$121,847	\$3,452
Kentucky	20	\$122,410	\$3,611
New Mexico	11	\$124,406	\$2,855
Nevada	5	\$125,000	\$3,272
Wisconsin	17	\$126,257	\$2,423
Montana	6	\$127,042	\$3,327
Alabama	16	\$130,281	\$3,278
New Jersey	12	\$136,192	\$5,675
Rhode Island	4	\$139,250	\$5,802
Oregon	8	\$139,800	\$3,897
Connecticut	8	\$140,912	\$6,670
Massachusetts	8	\$141,232	\$4,448
Ohio	30	\$143,870	\$3,346
Maryland	8	\$151,298	\$6,838
Puerto Rico	27	\$151,599	\$3,328
Alaska	3	\$152,261	\$3,383
District of Columbia	4	\$154,114	\$2,140
Mississippi	8	\$157,096	\$2,992
South Dakota	3	\$158,166	\$3,272
New Hampshire	4	\$158,855	\$4,814
North Carolina	16	\$170,695	\$5,950
Vermont	4	\$173,305	\$6,081
Missouri	13	\$173,700	\$4,245
Virginia	8	\$175,175	\$5,096
Florida	21	\$179,417	\$3,116
Texas	63	\$181,406	\$2,872
Indiana	10	\$181,616	\$5,605
California	74	\$182,891	\$5,240
Arizona	11	\$184,211	\$3,684
Pennsylvania	32	\$184,358	\$4,060
New York	55	\$227,743	\$4,262
Michigan	22	\$244,352	\$5,010
Georgia	14	\$250,687	\$3,524
Louisiana	11	\$254,934	\$4,368

Exhibit reads: In 2000-2001, 13 Even Start projects were funded in Arkansas.

EXHIBIT 2.40		
ANNUAL FEDERAL EVEN START EXPENDITURE PER PROJECT, BY SOURCE OF FUNDING, AND BY YEAR		
SOURCE OF FUNDING	YEAR	
	1995-1996 (N=576 PROJECTS)	2000-2001 (N=806 PROJECTS)
Federal Even Start funds	\$163,712 (57%)	\$157,234 (50%)
Other federal funds	\$122,507 (43%)	\$15,675 (5%)
State or local cash contributions		\$26,123 (8%)
Non-cash in-kind contributions		\$115,573 (37%)
Total	\$286,219 (100%)	\$314,605 (100%)
<p>Notes: 1995-1996 was the year of data collection for the prior examination of Even Start costs (St.Pierre & Noonan, 1998). Other federal funds, state/local cash, and non-cash in-kind contributions were not separated in 1995-1996. Average federal Even Start funds represents the average of federal grants reported by all Even Start grantees in the relevant year. Data from EDS cost interviews conducted in spring 2000 and spring 2001 show that federal grant plus local in-kind costs were \$315,840 per project, close to the total shown above for all projects.</p> <p>Exhibit reads: In 2000-2001, Even Start projects reported an average of \$314,605 in total funding (federal, other sources, and in-kind contributions).</p>		

EXHIBIT 2.41		
ANNUAL PER-PROJECT AND PER-FAMILY FEDERAL EVEN START EXPENDITURES		
BY SELECTED PROJECT CHARACTERISTICS		
PROJECT CHARACTERISTIC	2000-2001 ANNUAL FEDERAL EVEN START EXPENDITURE (N=806 PROJECTS)	
	PER-PROJECT	PER-FAMILY
Project Age		
1-2 years	\$167,527	\$7,608
3-4 years	\$143,902	\$4,485
5-6 years	\$146,847	\$4,404
7+ years	\$163,864	\$4,261
Project Size		
0-20 families	\$127,967	\$10,009
21-40 families	\$146,776	\$4,965
41-60 families	\$171,373	\$3,511
61-80 families	\$191,526	\$2,778
81-100 families	\$181,255	\$2,005
100+ families	\$253,878	\$1,936
Average Household Income		
\$0-\$5,999	\$151,084	\$4,867
\$6,000-\$11,999	\$159,985	\$5,240
\$12,000-\$19,999	\$155,301	\$5,228
\$20,000+	\$153,113	\$6,440
Percent Non-English Speaking at Entry		
0-25%	\$152,813	\$5,520
26-50%	\$161,110	\$4,585
51-75%	\$164,834	\$4,309
76-100%	\$165,557	\$5,505
Home-Based vs. Center-Based Projects		
Mostly home-based	\$153,617	\$5,215
Mostly center-based	\$182,245	\$4,890
Mixed	\$155,928	\$5,237
Need for Support Services		
1 st quartile (least needy)	\$155,761	\$5,984
2 nd quartile	\$150,390	\$4,761
3 rd quartile	\$157,836	\$5,056
4 th quartile (most needy)	\$165,966	\$5,011
Hours of Parent-Child Together Activities Offered Per Month		
5 hours or less	\$160,411	\$5,619
6 - 10 hours	\$155,234	\$4,775
11 - 15 hours	\$161,976	\$5,082
More than 15 hours	\$153,280	\$5,550
Hours of Adult Education Offered Per Month		
50 hours or less	\$157,223	\$5,513
51 – 100 hours	\$155,937	\$5,356
101 – 200 hours	\$150,478	\$5,166
More than 200 hours	\$163,768	\$4,791

EXHIBIT 2.41		
ANNUAL PER-PROJECT AND PER-FAMILY FEDERAL EVEN START EXPENDITURES		
BY SELECTED PROJECT CHARACTERISTICS		
PROJECT CHARACTERISTIC	2000-2001 ANNUAL FEDERAL	
	EVEN START EXPENDITURE	
	(N=806 PROJECTS)	
	PER-PROJECT	PER-FAMILY
Hours of Early Childhood Education Offered Per Month		
75 hours or less	\$154,306	\$5,363
76 – 125 hours	\$156,353	\$4,996
126 – 175 hours	\$154,086	\$4,883
more than 175 hours	\$162,436	\$5,087
Hours of Parenting Education Offered Per Month		
5 hours or less	\$156,048	\$5,111
6 – 10 hours	\$151,847	\$5,000
11 – 15 hours	\$158,533	\$5,341
more than 15 hours	\$161,723	\$5,358
Total Hours of Instruction Offered Per Month		
150 hours or less	\$153,649	\$5,372
151 – 300 hours	\$154,487	\$5,571
301 – 450 hours	\$155,704	\$4,663
more than 450 hours	\$165,915	\$4,967
<p>Notes: Average federal Even Start funds represents the average of federal grants reported by all Even Start grantees in the relevant year. It is less than the average reported in Exhibit 1.3 which was calculated by dividing total federal appropriations by the total number of projects funded. Hours of adult education is the simple sum of hours in ABE, ASE, GED preparation, and ESL. Hours of early childhood education is the sum of hours for children of different ages. The rationale for summing the different parts of adult education and early childhood education is that we expected projects offering multiple instructional services to be more expensive (per project or per family) than projects offering fewer services.</p>		
<p>Exhibit reads: In 2000-2001, Even Start projects one to two years old spent an average of \$7,608 per family.</p>		