U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080047
Grants.gov Tracking#: GRANT00473378

Closing Date: JUN 10, 2008

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/10/2008	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	ED-Grants-050708-002

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Butte County Office of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
94-6002433	076124395

d. Address:

* Street1:	1859 Bird Street
Street2:	
* City:	Oroville
County:	
* State:	CA: California
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	95965

e. Organizational Unit:

Department Name:	Division Name:
Child Development	Educational Support

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Heather
Middle Name:	K		
* Last Name:	Senske		
Suffix:			

Title:	Administrator

Organizational Affiliation:	

* Telephone Number:	530-532-5763	Fax Number:	530-532-5698

* Email:	hsenske@bcoe.org

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

County Local Education Agency

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

* Title:

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Cities of Chico, Gridley, and Oroville in Butte County, California

*** 15. Descriptive Title of Applicant's Project:**

Student Pre-Kindergarten Acquisition of Reading Knowledge and Language Excellence (SPARKLE)

Attach supporting documents as specified in agency instructions.

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-002
* b. Program/Project: CA-002

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: 10/01/2008
* b. End Date: 09/30/2011

18. Estimated Funding ($):

* a. Federal	3,610,156.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,610,156.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

○ a. This application was made available to the State under the Executive Order 12372 Process for review on [ ].

● b. Program is subject to E.O. 12372 but has not been selected by the State for review.

○ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

○ Yes ● No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☑ **** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mr.
* First Name:	Don
Middle Name:	
* Last Name:	McNelis
Suffix:	
* Title:	Superintendent of Schools
* Telephone Number:	530-532-5671
Fax Number:	530-532-5762
* Email:	dmcnelis@bcoe.org
* Signature of Authorized Representative:	Earlene McCoy
* Date Signed:	06/10/2008

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name **Mime Type**

AdditionalProjectTitle

File Name **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Butte County Office of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 432,918	$ 454,563	$ 477,293	$ 0	$ 0	$ 1,364,774
2. Fringe Benefits	$ 202,064	$ 212,168	$ 222,778	$ 0	$ 0	$ 637,010
3. Travel	$ 27,550	$ 27,803	$ 28,068	$ 0	$ 0	$ 83,421
4. Equipment	$ 91,550	$ 4,000	$ 4,000	$ 0	$ 0	$ 99,550
5. Supplies	$ 131,500	$ 97,250	$ 97,250	$ 0	$ 0	$ 326,000
6. Contractual	$ 90,000	$ 90,000	$ 90,000	$ 0	$ 0	$ 270,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 190,100	$ 188,600	$ 216,100	$ 0	$ 0	$ 594,800
9. Total Direct Costs (lines 1-8)	$ 1,165,682	$ 1,074,384	$ 1,135,489	$ 0	$ 0	$ 3,375,555
10. Indirect Costs*	$ 81,015	$ 74,670	$ 78,916	$ 0	$ 0	$ 234,601
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,246,697	$ 1,149,054	$ 1,214,405	$ 0	$ 0	$ 3,610,156

Indirect Cost Information** ***(To Be Completed by Your Business Office)**:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Butte County Office of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Earlene McCoy	* TITLE Superintendent of Schools	
* APPLICANT ORGANIZATION Butte County Office of Education		* DATE SUBMITTED 06-10-2008

Standard Form 424B (Rev. 7-97) Back

Tracking Number: GRANT00473378

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
__a. contract	__a. bid/offer/application	●a. initial filing
●b. grant	●b. initial award	__b. material change
__c. cooperative agreement	__c. post-award	For Material Change Only:
__d. loan		year quarter
__e. loan guarantee		date of last report
__f. loan insurance		

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime __SubAwardee Tier if known: * Name: Butte County Office of Education * Address: 1859 Bird Street Oroville CA: California 95965 Congressional District, if known:	
6. * Federal Department/Agency: U. S. Department of Education Office	7. * Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359
8. Federal Action Number, if known:	9. Award Amount, if known:
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: NA NA NA * Address: NA NA NA	b. Individual Performing Services (including address if different from No. 10a): * Name: NA NA NA * Address: NA NA NA
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	* Signature: Earlene McCoy * Name: Mr. Don McNelis Title: Superintendent of Schools

	Telephone No.: 530-532-5761 Date: 06-10-2008
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
8475-ERF_GEPA_Statement.doc	application/msword

General Education Provisions Act (GEPA)

Butte County Office of Education, as the applicant agency for Early Reading First program funding, will take the following steps to comply with Section 427 of GEPA to ensure equitable access to and participation in its proposed program of services in all proposed implementation settings.

- Book collections and other literacy materials will be available in English, Spanish, and/or Hmong, depending on availability.
- To enable provision of family literacy services to all families, Family Literacy Specialists will be hired with a preference for bilingual skills and abilities.
- Instructional staff will develop knowledge and strategies in second language acquisition to accommodate the English language development needs of young children.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION Butte County Office of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mr. * First Name: Don Middle Name: * Last Name: McNelis Suffix: * Title: Superintendent of Schools
* SIGNATURE: Earlene McCoy * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Ms.

Heather

K

Senske

*** Address:**
1870 Bird Street

Butte
County

Oroville

CA: California

95965

USA: UNITED STATES

*** Phone Number:**
530 532-5763

Fax Number:
530 532-5698

Email:
hsenske@bcoe.org

2. Applicant Experience:

_Yes ● No _ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

_Yes ● No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName	MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **2648-ERF_Abstract.doc**

ABSTRACT

Butte County Office of Education proposes the SPARKLE Project (Student Pre-K Acquisition of Reading Knowledge and Language Excellence) to accelerate the oral language, cognitive, and early reading skills of 192 children annually attending four preschools which demonstrate high readiness to become centers of learning excellence. Project features include (1) enhanced classroom environments to promote oral language, preliteracy and cognitive skills; (2) comprehensive professional development through classroom-based instruction, engaging online learning, and intensive, on-site literacy mentor services to improve instructional knowledge and practice with emphasis on the needs of English language learners and low-income children; (3) screening and progress monitoring assessments to determine preschool children's progress toward the language and early literacy skills necessary for later school success; (4) implementation of the research-based *Houghton Mifflin PRE-K: Where Bright Futures Begin* curriculum; and (5) implementation of a parent involvement program including home visitation, Family Literacy Nights, and literacy materials and supports to enrich home environments.

Project goals include the following: (1) to demonstrate significant improvements in oral language, phonological and print awareness, and alphabet knowledge among participating children; (2) to demonstrate substantially improved language and literacy environments to encourage teacher-child and peer interactions, dramatic play, cognitive development, and individual and small group reading and writing; (3) to improve staff knowledge and skills in research, instruction, assessment, and preschool standards to improve early language and literacy development among diverse children; and (4) to support families in integrating early language and literacy experiences into the home.

Project Narrative

Project Narrative

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1. QUALITY OF THE PROJECT DESIGN

Selection Criterion 2. Factor 1. Design reflects research. Butte County Office of Education proposes the SPARKLE Project (Student Pre-K Acquisition of Reading Knowledge and Language Excellence), a multi-faceted program based on Scientifically-Based Reading Research (hereinafter SBRR) and effective practice to enable 3- and 4-year-old preschool children at risk of learning difficulties to develop essential reading readiness skills through Early Reading First services. The program will use *Houghton Mifflin's PRE-K: Where Bright Futures Begin* curriculum, created on the basis of up-to-date research, as a foundational resource to develop a comprehensive Pre-K program focusing on (1) children's pre-literacy skills; (2) enhanced environments for learning; (3) ongoing assessment and progress monitoring; (4) effective professional development; and (5) parent involvement. A growing body of research provides abundant evidence regarding the importance of early literacy in children's development, and the following narrative identifies research that forms the basis for the five elements identified above.

Pre-Literacy Skills – SBRR supports the significance of oral language, phonological awareness, and print awareness as predictors of beginning reading success[1] with supporting research below.

Research in Oral Language
Such research also indicates that *oral language* proficiency is the foundation of reading success,[2] and that young children's language proficiency is best advanced through a carefully structured, research-based sequence of skills in all strands of language development.[3] Because of the link between oral language development and later reading success, language development programs tailored to meet the oral language needs of English learners are critical for literacy success among a large segment of our population.[4] Extended conversations are essential for language development for all children and extremely important to vocabulary and early literacy skills development for English learners; therefore, teachers need to regularly engage children in conversation, solicit their responses, focus on their strengths, and use personally meaningful experiences to build language skills.[5] In one study examining the impacts of teachers' language characteristics on children's linguistic behavior, the findings indicated that children were more likely to be observed listening and talking to teachers when the teachers were rated as warmer and using more responsive language that also included the introduction of new vocabulary.[6] For English learners who need frequent verbal examples of the shifts in word order, grammar, and

syntax between Spanish and English, examples of social language in the context of meaningful conversation is especially important.[7] While reading aloud impacts literacy outcomes generally, interactive reading, as compared to read-only styles, fosters language development in all children including those learning English and those at-risk for reading problems.[8] Further, teacher explanations and student discussions, as part of interactive reading practices, are critical factors allowing students to derive the most benefits from texts that are read aloud.[9]

Research in Print Awareness

Children's *print awareness* or skill in recognizing and interpreting print is vital to early reading, and studies show that children who are taught to identify the names or sounds of letters prior to beginning reading make better reading progress than those children who do not receive this instruction.[10] The National Early Literacy Panel conducted a meta-analysis of published studies regarding early literacy and concluded that print awareness has a strong correlation with decoding and reading comprehension.[11] In 2004, a study conducted with preschoolers created strong evidence that letter-name knowledge functions as a cause to enhance word reading skill.[12] Roberts and Neal (2004) suggested a variety of games and contextually embedded learning may be the most effective and engaging way to develop print awareness.[13]

Research in Phonological Awareness

Diverse research has converged on the finding that *phonological awareness* plays a key role in the normal acquisition of reading skills,[14] and that the presence of phonological processing abilities is predictive of beginning reading and spelling success.[15] Research suggests phonological awareness intervention with preschoolers can have a significant positive effect on their later reading skills.[16]

Research in Alphabet Knowledge

Alphabet knowledge is basic to literacy, and children's ability to discern sounds in words and link them to alphabetic symbols is another strong predictor of reading success.[17] For English language learners, knowledge of the alphabet and phonemic awareness are crucial foundational skills for learning to read, just as they are for English-only learners.[18] Findings from research specifically involving Hmong and Spanish-speaking 3- and 4-year-olds who received high-quality instruction in letter names and rhyming indicate performance in naming letters on a par with middle-class children entering kindergarten.[19]

Instruction to support preliteracy skills development in the proposed program will include rich oral language experiences, interactive reading, reading aloud, primary language support, and scaffolded opportunities for children to use language and explore words. Explicit instruction will reinforce concepts of print in reading experiences and include interactive writing and opportunities for practice. In addition to teaching strategies contained in lessons and materials, print awareness will be enhanced through additional read-aloud books for each unit. To build the trusting relationships and emotional connections that encourage more high quality child-teacher conversations, teaching staff will incorporate activities such as dramatic play, responsive

language, and individualized instruction. The SPARKLE project will include regular opportunities through curricular materials and teacher-child interactions for (1) children to play with the sounds of language, including syllables and word families; (2) help with identifying letters and related sounds; (3) help in recognizing and producing words with the same beginning/ending sounds; and (4) support in self-initiated efforts to write letters that represent the sounds of words. For second language learners who may not understand the text of a particular book, teachers may choose to modify the story by telling it in a way English learners will understand or choosing a picture book to share. Teachers who are primarily English-speaking, will learn a few key words in the children's home language (come, bathroom, eat) to allow for introductory level communication and allow the child to become familiar with the classroom situation before approaching him or her with questions and directives in English. Teachers may encourage English-speaking children to "read" to second language learners. Although they may not tell or read the story perfectly, they can convey their interest, excitement, and understanding of the story. The program will build alphabetic knowledge by building associations between letter names, shapes, and sounds through a rich assortment of printed materials linked to units to develop phonemic awareness and letter-sound associations. Parents will be supported as their children's teachers through monthly Family Literacy Nights, bilingual Family Literacy Specialists' quarterly home visits, and take-home resources including newsletters and *Raising A Reader* book bags and writing bags with weekly rotations of books and literacy materials in the child's home language.

Research in Enhanced Learning Environments

A large body of research indicates that preschoolers should be exposed to high-quality learning environments to prepare for reading success in the early grades, and that preschools can stimulate children's literacy behaviors by designing an enriched environment that displays literacy materials in play centers.[20] Access to books is an environmental factor in the learning environment that is strongly related to children's literacy development,[21] and results of studies

indicate correlations between the frequency of literacy behaviors during free play and the number of books in the class, print segments written in children's home language, and functional labels.[22] Not surprisingly, children who lack print resources in the home environment will likely lag behind those who have ready access to the resources.[23] The quality and quantity of conversation with children in home and preschool environments impact children's vocabulary growth, and Hoff and Naigles (2002) report that frequent exposure to words influences children's acquisition of those words.[24] Children need to hear the same words repeatedly so they can establish sound-meaning relations. Unfortunately, many parents in lower-income families, such as those sending their children to participating preschools, tend to talk less frequently to their children.[25] Research suggests that well-designed home-based interventions can change low-income parents' early literacy styles and that intervention during the preschool years is important to show the most optimal increases in rich language input.[26] An analysis of intervention programs targeting families and children at risk of difficulties in school has highlighted the associations between long-term sustained impacts on children's cognitive scores and high levels of program participation.[27]

To address the need for enhanced learning environments, Literacy Mentors, Family Literacy Specialists, and teaching staff will create print-rich and language-rich environments in preschools and homes and provide high-dosage educational interventions by expanding into full-day and/or full-year programs and literacy extensions into the home.

Staff will engage in the following activities to enhance learning environments:

- They will build literacy collections, translate materials as appropriate, add interactive displays to inside and outside classroom environments, define reading areas, and stock them with a variety of materials.
- They will assemble high-quality literature for Book Bags (in English, Spanish, and Hmong) and collect literacy-writing materials, all for distribution and use in children's homes.
- They will improve instructional strategies (e.g., increased interactive reading, responsive language interactions, and one-on-one engagement) and provide high amounts of family-level services with strategies and materials to increase the quality and quantity of read-aloud and conversational activities and to provide more cognitively stimulating home environments and interactions.
- Teachers will provide quiet spaces and activities where second-language learners can regain focus and energy with few, if any, expectations for verbal interactions before developing confidence to move into other typical classroom activities.

Part-time Direct Service Coordinators will assist in making environmental changes, integrating *Houghton Mifflin's PRE-K* curriculum into the program, and in supporting kindergarten transition activities. To support diverse language needs of parents attending group

meetings, bilingual staff will use whisper-microphones to translate for non-English speaking parents.

Research in Assessment
Research indicates the purposes of assessment are to (1) plan instruction for individuals and groups and for communicating with parents; (2) identify children who may be in need of specialized services or intervention; (3) inform and enhance instructional techniques; and (4) evaluate how well a program is meeting its goals.[28] Research also suggests that multiple forms of assessment should guide the development of individually-planned, scaffolded instruction.[29]

To address the need for assessment, staff will use a variety of instruments to regularly assess changes in (1) children's oral language, phonological and print awareness, and alphabet knowledge; (2) classroom environments; (3) teacher knowledge and skills; (4) the amount of time parents read to children at home. All assessment data and information will be entered into a comprehensive database, then compiled and analyzed with Program Analyst support.

Research in Professional Development
Professional development should provide teachers with a deep understanding of children's cultural, language, and developmental needs and the ability to provide appropriate experiences throughout the day.[30] And, teachers should be supported by experienced professional mentors as they engage in a progressively complex range of experiences in schools.[31]

In the SPARKLE Project, ongoing comprehensive professional development will be provided through traditional classroom instruction; *Houghton Mifflin's PRE-K* Professional Development system; electronic and online learning, Summer Institutes, and coaching through Literacy Mentors in continuous modeling, observation, and reflection.

Research Citations. All citations were obtained from sources that applied or relied upon rigorous, systematic, and objective research procedures to obtain valid and reliable knowledge relevant to early literacy development. Identified citations are aligned with the *Elementary and Secondary Education Act* and were printed in peer-reviewed journals, using empirical methods and rigorous data analysis, or were developed/approved by independent experts or panels.

Selection Criterion 2, Factor 2. Exceptional approach for meeting purposes requirements.

Purpose 1: To integrate scientific reading research-based materials and activities.

The four identified preschool sites have been carefully selected based on existing capacity and readiness to become centers of educational excellence. Each preschool is sited in a modern, well-equipped facility that meets or exceeds state standards for child-to-staff ratios, materials, and indoor/outdoor environments. Enrolled children demonstrate a 97% attendance rate, and approximately 98% of staff is enrolled in staff development activities leading to educational and career advancement. (For additional attendance information, see Appendix A.) Through innovative retention strategies, teachers and site supervisors demonstrate a 3-year turnover rate of only 7%, a rate estimated as 60% lower than the countywide rate. Each site implements an assessment-driven curriculum focusing on literacy, numeracy, and school readiness while supporting all the traditional domains of children's development through enriched environments and Learning Center activities involving art, science, math, physical movement, music, nutrition, blocks, library, dramatic play, sand and water, woodworking, gardening, and manipulatives. Each program offers nutritional snacks or meals and a safe environment. The proposed preschool programs have provided high-quality services to children and families for over seven years, and staff at each has indicated commitment to improve children's success in school through strategies to improve oral language, cognition, early literacy skills, and family capacity. Each preschool has met stringent licensing requirements for teacher/child ratios, facilities, and equipment established by California Community Care Licensing, the state agency which regulates preschools. The four sites have also demonstrated an average *Early Childhood Environment Rating Scale (ECERS-R)* score of 6 (a superior rating) on the last program compliance report. Each site currently offers a part-day program, and two sites will expand to six-hours through project funding in Year 1. In Year 2, the two other sites will extend their instructional year from 175 days to 195 days. Qualifications of the 12 staff

members in the preschools follow in Appendix A. Staff who have not yet attained BA degrees are working actively toward that goal as an essential component of their professional growth.

Purpose 2: To demonstrate language and literacy activities based on reading research.

Goal	Outcome Measurement
Goal 1: Participating children will demonstrate significant improvement in oral language, phonological and print awareness, and alphabet knowledge.	Annually, a minimum of 80% of students will demonstrate age-appropriate oral language skills, as measured by the Peabody Picture Vocabulary Test-III assessment; 80% of 4-year-olds will correctly identify 20 letters and 80% of 3-year-olds will correctly identify 10 letters as measured by the Upper Case Alphabet Knowledge subtask on the PALS Pre-K assessment; 80% of students will demonstrate age-appropriate print awareness skills, as measured by the PALS Pre-K assessment.

Scope and Sequence: We will use the following curricula and its related scope and sequence.

Curriculum	Scope and Sequence
PRE-K: Where Bright Futures Begin (Houghton Mifflin)	This curriculum is designed to promote early childhood literacy skills development in a systematic fashion beginning with concrete concepts aligned with the child's experience and moving toward abstract concepts. The sequence will be organized around 10 broad themes, each with three topics sequenced in difficulty and support. Each theme will be based on a carefully structured, research-based sequence of approaches in all strands of language and literacy development. Within a strand, skills will begin at the easiest level and then grow in difficulty across the year. Shared print books, visual aids, song charts, word cards, and an alphabet wall will reinforce alphabet and print knowledge with English, Spanish, and Hmong language materials, as appropriate. Dramatic play, read alouds, song/rhymes, oral storytelling activities, and conversations will enhance oral language skills and phonological awareness. The curriculum will provide teachers with options for differentiating instruction for students at different levels of language and literacy development, and for English learners, 3-year-olds, and students with special needs.

Describe how teachers know what to do. The SPARKLE Project will integrate the *Houghton-Mifflin* curriculum and related professional development component with Literacy Mentor coaching services to ensure that teachers possess the knowledge, curriculum, materials, and ongoing support to implement the program as planned. Professional development will include a review of the curriculum to include daily lesson plans for teachers, emphasizing the key components of oral language and early literacy and the strategies for teaching them along with

step-by-step instructions for engaging children and meeting stated learning goals for each segment of the day. The curriculum will include instruction for teachers on *Houghton Mifflin* literacy enrichment materials, along with extension opportunities, so that the teacher has guidance at the time of use. With tips on adjusting or extending lessons, the Teacher's Book will provide multiple opportunities to meet the needs of all students, including English learners and those with special needs. In addition to the core lessons, the program will help teachers give an instructional focus for each activity in the day. During daily transition times, the curriculum will provide suggestions for practicing phonological awareness skills such as rhyming or matching beginnings sounds. The curriculum will provide materials to support each theme and strand and will include Big Books with Content Area Links, Letters and Language Kit, Oral Language Cards, Rhyme and Chant Posters, and Manipulatives. Teachers in each classroom will receive intensive support from Literacy Mentors in instructional planning and delivery of new teaching strategies and integration of the new curriculum into the daily schedule.

Instruction is explicit and intentional. Teachers will introduce concepts and new skill lessons with explicit, direct instruction for each language and literacy strand. Beginning lessons will take place in large groups, with Literacy Mentors providing demonstrations of expert literacy strategies to teachers through direct instruction with children. Teachers will use the modeled strategies in teacher-led groups during small group activities and adjust the lesson or activity to the needs and primary language of each child in the group using the new instructional strategies and providing children opportunities to practice concepts. Children may next move independently into Interest Centers where the environment, signage, and teacher prompts will engage and lead them in learning and practicing identified concepts. Teachers will give children opportunities to explore, plan, experiment, reflect on, and practice learning and play experiences

throughout the day through child initiated interactions or through explicit, individualized, teacher-directed learning activities. Teachers will support learning among children from diverse language backgrounds through primary language support and incorporation of strategies to promote second-language acquisition. For example, when children are engaged in cooperative learning or play, teaching staff will be encouraged to serve as interpreters for both the fluent English speaker and the child learning English. They will learn strategies to acknowledge the child's attempt to join a conversation and model more advanced language by extending the child's one or two words into more complete sentences. And, they will learn to strategically pair children with helpful peers who can provide effective language and social modeling.

Outline of Content
The *Houghton Mifflin PRE-K* curriculum features ten engaging and child-centered themes as follows: *Welcome to School; My family, My community; My Five Senses; Seasons All Around; Animals Everywhere; Construction Zone; In the City, In the Country; Let's Move!; Growing and Changing*; and *Ready for Kindergarten*. Each of the themes includes multiple strands with related literature, activities, music, literacy materials, and manipulatives for teachers to support children's oral language, cognitive and early literacy skills. The lessons within each theme will support learning and development by beginning with children's prior knowledge and then building upon it to add new skills. All skills strands articulate with and prepare children for success in the Reading First Kindergarten level of *Houghton Mifflin Reading* (used by all school districts), with focus on expansion of phonological awareness, print awareness, phonics, oral language, and fluency.

Detail the time. Children will be immersed in intentional opportunities to develop preliteracy skills throughout every part of the 360 minute school day and in the home. Skills will be developed through at least 30 minutes per day of Meeting Circle activities and a flexible daily combination of large and small groups for 130 to 200 minutes. Children will participate in Interest Center and child choice activities and materials for approximately 75 minutes day. Teacher-directed interactions to advance children's oral language skills in informal social interactions and child-initiated interactions with teachers and peers in outdoor play activities will total approximately 45 minutes per day. In the learning-at-home component, Family Literacy

Specialists will support parents to further boost children's language and literacy skills an additional 30-60 minutes each day through book bags, Family Literacy Nights, take home learning activities, and quarterly home visit interactions and learning. The following daily schedule provides an overview of the proposed extended day program.

Daily Schedule			
Time	**Activity**	**Time**	**Activity**
8:00-8:10	Welcome	10:45-11:00	Transition and Reading
8:15-8:30	Greeting and Intro to the Day	10:00-11:45	Outside Activity Time
8:30-9:00	Child Choice Time – Interest Circles	11:45-12:00	Outside Transition to Inside Activities
9:00-9:45	Small Group Facilitated Learning Activities	12:00-12:30	Extended Day Transition, Hand Washing and Meal
9:45-10:15	Meeting Circle	12:30-1:30	Inside Quiet Activity Time/Nap
10:15-10:25	Transition/Hand Washing	1:30-1;45	Child Reflective Stories
10:25-10:45	Nutrition/Snack Time	1:45-2:00	Share Out and Day End

Purpose 3: To provide children with cognitive learning opportunities

Goal	Outcome Measurement
Goal 2: Preschools will demonstrate substantially improved language and literacy environments to encourage teacher-child and peer interactions, dramatic play, cognitive development, and individual and small group reading and writing.	Annually in the spring, each of the four participating classrooms will demonstrate a print-rich environment and expanded classroom library through a score of at least 37 on the Early Language and Literacy Classroom Observation (ELLCO) Literacy Environment Checklist and a score of at least 6.5 on the Early Childhood Environment Rating Scale-Revised (ECERS-R).

Literature and print richness of environment. Teaching teams will transform their classroom learning environments by creating print-rich and language-rich environments that support the content-area themes and topics through *Houghton Mifflin PRE-K* materials. Instructional staff with Literacy Mentor support will inventory the literacy environment of each classroom and create a *Language/Literacy Environment Plan* (*LLEP*) for environmental improvement. Literacy Mentors and teachers will translate and develop dual language literacy collections in English, Spanish, and Hmong, as appropriate to their populations, and add interactive displays in classrooms using multi-lingual materials such as Big Books, Content Area Links, Little Hands

Library, Picture-Word Cards, Rhyme and Chant Posters, and Alphabet Strip and Alphabet Wall. Literature and print richness of family homes will be assessed and enhanced through Book Bag and Writing/Activity Bag components where children take dual language books (English-Spanish, English-Hmong) and literacy materials home for daily read-aloud and learning activities with parents and/or siblings. Engaging and informational parent resources to promote literacy and English language acquisition and use will also be included.

Physical environment supports language development. Teachers will incorporate *Houghton Mifflin's PRE-K* language-rich instructional materials such as Big Books, Picture-Word Cards, and Rhyme and Chant Posters into all elements of the physical environment to support instruction and engage children in meaningful interactions and cognitively challenging conversation in English and the students' primary languages. Staff will read books aloud to children using interactive reading strategies to promote oral communication skills. Indoor and outdoor objects will be labeled in English and other home languages represented among enrolled children. Each day, an easel outside each center's front door will present the letter of the week and the day's related activities to (1) continually update parents about their children's learning; (2) engage parents in conversation with their children in extensions of the school's curriculum; and (3) introduce the day with a reading activity prompting parent/child interaction. Teachers will provide explicit instruction to expand children's spoken vocabulary by linking words to objects in the environment and using CDs to engage children in singing, poetry, and rhyming activities. Staff will take advantage of circle times and meals to reinforce language and stimulate conversation by asking such questions as, "What do you think she did next?" regarding a character in a book or "What kind of fruit is this?" Staff will use books, writing and art materials, and tape recorders to encourage children to dictate stories; retell events from a story

book or field trip; tell stories about their art, personal experiences, or from their imagination; or to reflect on a learning activity from the day. They may use objects such as puppets and flannel-board stories to encourage all children to participate orally and encourage them to bring objects from home that can be described and talked about at school. To encourage English language development among English learners, teachers will integrate second language development strategies into all aspects of the school day. Or, they may pair English learners with helpful peers who can provide effective language and social modeling.

Physical environment supports background knowledge. Children's knowledge about the world and the people, places, and things around them will be expanded by teachers exposing children to familiar items and then presenting more complex or unusual items as learning occurs. New information will be provided through nonfiction and fiction books, posters, and pictures integrated into planned instruction, self-directed activities, and social interactions. Background knowledge will expand as the environment changes through rotation of learning materials and equipment and during (1) parent participation in classroom storytelling; (2) Library Literacy bus visits; (3) demonstrations of diverse customs and languages; (4) classroom visitors such as storytellers, dancers, farmers, nutritionists (with healthy snacks), and nurses; and (5) field trips to high interest destinations such as the library, fish hatchery, farmers' market, and nature center.

Parents will attend Parent Education sessions every other month, in conjunction with Parent Meetings and develop knowledge, skills, and receive materials relating to pertinent issues such as healthy child development, discipline, bedtime, separation, and transition to school.

Purpose 4: To support efforts to enhance early language, literacy, and pre-reading development of low-income preschool-age children.

Goal	Outcome Measurement
Goal 3: To improve staff	Annually, participating teaching staff will demonstrate

knowledge and skills in research, instruction, assessment, and preschool standards to improve early language and literacy development among diverse children.	improved instructional knowledge and skills through substantial increases in scores on the (1) *ELLCO Classroom Observation, Teacher Interview*, and *Literacy Activities Rating Scale* administered in the fall (pre-test) and spring (post-test); and (2) the *Quality Teacher Interview Protocol*
Goal 4: To support families in integrating early language and literacy experiences in the home.	Annually, parents/guardians will demonstrate a 25% increase in the amount of time spent engaged in weekly read-aloud activities with children as demonstrated through the *Home Reading Assessment* tool.

Content, scope, and sequence of professional development. The content, scope, and sequence of the professional development component follow in the table below.

Professional Development Methodology	Content, Scope, and Sequence
Houghton-Mifflin curriculum training Classroom-based instruction Professional coaching Electronic learning management system Summer Institutes	Professional development will offer an increasingly complex continuum of content beginning with cultural competency training as a foundation. Training will then move to SBRR, early literacy content knowledge, assessing early literacy, planning for early literacy instruction, primary language support, preparing the literacy environment, implementing new instructional strategies including those for children's gradual second language acquisition, and development of partnerships between teachers and families. The overall training series will elicit understanding about the context for children's learning, philosophy and pedagogy, and content knowledge about language development and practical instructional strategies. Training will link curriculum content to indicators of children's learning and desired outcomes. In addition to early literacy and learning skills, the professional development series will provide in-depth information regarding receptive and expressive language skills, and language facilitation and intervention. Further, online instruction will provide an accessible forum for expert facilitated learning, with teachers accessing additional face-to-face lab group interactions, and weekly mentoring sessions as provided by bilingual Literacy Mentors.

Explain strategies and materials of professional development. Staff will acquire content knowledge and develop skills through classroom-based instruction, Summer Institutes, online professional development groups and related SchoolGate portal, and intensive instructional

mentoring by professional Literacy Mentors. Materials and strategies will include electronic digital video content, *Houghton Mifflin's PRE-K* curriculum, and out-of-class assignments.

Delineate professional development. The professional development series will be provided on a continuous basis and will be intensive and multi-faceted. In Year 1, instructional staff will participate in classroom-based and online learning twice monthly (7.5 hours for each topic/60 hours total annually). Each year, it will feature eight classroom-based topics integrated with facilitated on-line courses – extended by additional reading and assignments and reinforced by coaching and support in preschool classrooms three to four days each week. The professional development schedule for Year 1 follows below.

Topic	Course Content
1	Houghton-Mifflin: SBRR research; characteristics of preschool children (i.e., physical, social-emotional, language, and intellectual-cognitive development); and *Pre-K* daily lesson plans (e.g., meeting time, circle time).
2	Houghton-Mifflin: Informal and formal assessment; observation and early growth indicators benchmark assessment; using data to inform instruction; classroom management; managing large/small groups and Center Time; family involvement.
3	Best practices from including cultural competence and English learner strategies; oral and receptive language development.
4	Phonological awareness
5	Intro to written expression and making writing meaningful to children; assessing student's writing.
6	Read alouds, reading the story and connecting with centers' curriculum and activities
7	Introduction to letter knowledge, learning letters in the ABC center and beyond, teaching letter knowledge throughout the year, bringing it all together, resources and conclusions.
8	Intro to children's talk; creating a meaningful context for talk; responding to children's leads and expanding children's talk; assessing children's talk.

Professional development will include an introduction to the goals, objectives, and activities supported by Early Reading First; the research basis for early literacy; characteristics of three- and four-year olds (i.e., physical, social-emotional, language, and intellectual-cognitive development); *Houghton Mifflin PRE-K* daily lessons plans; use of informal and formal

assessment; training in use of assessments; using data to inform instruction; classroom management; managing large and small groups; and family involvement.

Training will include the use of SchoolGate, an on-line database portal and data collection system that allows teachers to record preschool student growth, along a continuum of standardized skills, using the *Desired Results Developmental Profile-Revised (DRDP-R).* Using SchoolGate, teachers will learn to document and track student results throughout the year with data that can be disaggregated by *DRDP-R* indicator, by student, by student demographics (e.g., English learners or gender), and by classroom. Teachers will learn to use digital voice recorders to record anecdotal notes and to transfer recorded notes into the student records database through innovative *Dragon NaturallySpeaking* software. A continuous planning process for the professional development series will support the flexibility to adapt the training curriculum to build on continuing teachers' increasingly advanced knowledge and skills, the needs of new instructional staff, and needs identified in coaching sessions and supported by expert reading and language specialists.

Qualifications of mentors and the link between mentoring and professional development. All Literacy Mentors will possess a B.A. degree including 24 units in Child Development; with additional education and experience in early literacy development; with bilingual capabilities preferred. Literacy Mentors will be a key element of professional development and will provide classroom instruction and follow-up assistance through intensive supportive observation and coaching sessions at each site. Literacy Mentors will demonstrate the application of research into practice through (1) demonstration of curriculum integration into effective instruction; (2) observation of preschool teachers; and (3) ongoing discussion, reflection, and directive feedback with teachers on instructional effectiveness and how it supports student progress.

Purpose 5: To use screening reading assessments to effectively identify preschool-age children who may be at risk for reading failure:

Progress monitoring and validity and reliability: The instruments identified in the table below will be used to screen, monitor progress, and/or determine outcomes relative to project goals and objectives. The overview for each instrument includes a description of its purpose, use, and psychometric detail indicating that it meets professional psychometric standards for reliability and validity as indicated in the scientific literature.

Instruments	Overview
Desired Results Developmental Profile (DRDP-R)	Measures print awareness, oral language, and letter knowledge as well as cognitive, behavioral, social, and motor competencies based on CA Preschool Standards. Appropriate for all languages. Mandated by CA for state funded preschools. Use: progress monitoring. Reliability: high reliability; Validity: high content validity when used by trained teachers.
Early Childhood Environment Rating Scale-Revised (ECERS-R)	Measures the physical environment. Use: progress monitoring. Reliability: test-retest .70 to .86; Validity: high predictive validity with internal consistency of .92 for total scale.
Early Language & Literacy Classroom Observation (ELLCO)	Measures teachers' instructional knowledge and skills, physical environment. Use: progress monitoring. Reliability: test-retest .81 to .90; Validity: high predictive validity
**PALS Pre-K Assessment Upper Case Alphabet Knowledge and Auditory subtasks*	Measures letter knowledge, vocabulary, and print awareness. Uses: screening, progress monitoring, outcome measure. Reliability: .75 to .93; Validity: high, statistically significant correlations with TERA-3 and COR.
Peabody Picture Vocabulary Test-III/TVIP	Measures oral language (Spanish/English versions) Uses: screening, progress monitoring, outcome measure. Reliability: .92 to .95 Validity: verbal ability correlation rates of .91 and .89 and correlations between .69 and .74 with OWLS.
Quality Teacher Interview Protocol	Measures classroom practice, student learning and achievement, usefulness of training, and levels of support. Uses: progress monitoring, outcome measure.

Strategies, systems, and professional development activities. Preschool staff will complete professional development relating to assessment instruments, methodology, and results to support improved instruction. All children will complete the battery of screening assessments within 60 days of enrollment. Teachers will (1) complete progress monitoring assessments a

minimum of two times a year (2) analyze assessment data; and (3) regularly use assessment information to evaluate learning readiness and needs and develop, monitor, and update children's learning plans and individualized instruction. Early childhood educators will be trained to monitor children's progress in achieving appropriate learning benchmarks through SchoolGate, an innovative web-based database that tracks student assessments at various points throughout the year and provides reports and summaries that help teachers differentiate instruction and improve child progress.

Selection Criterion 2, Factor 3. Project coordination. Project staff will coordinate opportunities for educators from participating preschools and elementary schools to collaborate at numerous levels to help insure optimal educational outcomes for students, as follows below.

Collaboration Strategies
►The Project Director will participate on site advisory teams related to the four elementary school districts to coordinate preschool and primary grades' literacy efforts. ►The Project Manager will plan and coordinate meetings for preschool and kindergarten teachers to strengthen collaboration through coordinated preschool/kindergarten/LEA activities and professional development; alignment of Pre-K and kindergarten standards and curricula; K transition activities and linkages between preschool, and kindergarten reading research. ►Preschool and kindergarten teachers will be invited to participate in a 2-day annual Summer Institute where (1) kindergarten and preschool teachers develop greater knowledge about relationships between California Preschool Standards and California Kindergarten Standards and desired skills for kindergarten entry; and (2) preschool and kindergarten teachers develop knowledge and strategies to facilitate children's seamless transitions in Houghton Mifflin's articulated preschool and elementary literacy curricula. ►System linkages will be developed to transfer student data electronically from SchoolGate, the database used by participating preschools, to Edusoft, the database used by elementary schools. ►Project staff will coordinate preschoolers' visits to kindergarten classes and assemblies; kindergarten teachers will be invited to visit feeder preschool classrooms to meet children. ►Preschool teachers will provide assessment results to kindergarten teachers to assist in the creation of articulated systems, specifically working with the LEA school site. ►Preschool staff will work with kindergarten teachers to coordinate Kindergarten Round Up, registration and 2-week summer Kindercamps for transitioning students and parents. ►A Family Literacy Specialist will encourage children's participation in kindergarten round-ups through conversations with parents, incentives, and letters to homes.

2. QUALITY OF PROJECT PERSONNEL

Selection Criterion 2, Factor 1. Project Director's experience

The Project Director's Leadership Experience
Heather Senske is proposed as the Project Director of the Early Reading First grant program. She has developed an exemplary Child Development Program and Services Department for Butte County Office of Education (BCOE) and consequently currently manages 11 Children's Center sites and programs with 75 department employees, 425 preschool children, and a $3 million dollar annual budget. She has been an educator and administrator in early childhood environments for 15 years and participated in development of Head Start Children's Center Collaborative and the Special Education Children's Center Early Education Partnership. She is currently a member of the California Child Development Administrators Advisory Committee on Preschool for All and the California Early Reading First Network. In addition to a B.A. degree in Early Childhood Education, she possesses a Child Development Director's Permit.

Ability of the Project Director as an instructional leader.

The Project Director's Demonstrated Ability as an Instructional Leader
Ms. Senske is recognized as an instructional leader in early childhood education and has provided administrative oversight to large-scale literacy and child development initiatives such as BCOE's $800,000 Early Learning Opportunities Grant program and a $1.2 million School Readiness Grant funded through the local Children and Families Commission. She has demonstrated expertise in coordination of service providers to maximize resources by creating partnerships between BCOE's early childhood education services and Head Start, special education, elementary schools, the Local Child Care Planning Council, library literacy services, and other Early Reading First grantees. She is serving as an Emerging Leaders Initiative Fellow with the Children's Defense Fund and as a member of numerous statewide groups and committees including the California Joint Legislative Committee's Education Master Plan and School Readiness Sub-Committee and the California County Superintendents' Educational Services Association's Child Development Administrators Subcommittee. She is a Participating Leader on the California Region 2 ECE Directors' Council and a member of the California Early Learning Foundations Advisory Committee for the California Department of Education.

Selection Criterion 2, Factor 2. Training, qualifications, and experience of personnel

Position Title	Qualifications and Experience
Program Manager	Anna Bauer, proposed as the Program Manager, demonstrates the qualifications and experience to succeed in her roles and responsibilities. She is currently the Program Manager for BCOE's Child Development Programs and Services with responsibility for diverse grant funded programs. In this position, she provides fiscal and personnel management, training, mentoring, data and program compliance reporting, assessment, and program design and implementation. Her specific responsibilities have included School Readiness Program and Raising-A-Reader Literacy program facilitation, Kinder Camp Transition Program development and oversight, Early

	Childhood Education Children's Centers Support Service Enhancements, and Early Childhood Education Nutrition and Physical Fitness project oversight. In her previous position as a Program Specialist with BCOE's School Readiness Program, she was responsible for delivery and oversight of program implementation, specialized support service delivery to children and families, including ECE staff development and training, referral and intervention service identification and access, direct intervention activities, and program quality enhancement activities. Her activities and accomplishments in this position included development and implementation of professional development, pre-kindergarten transition and alignment activities, Second Step training and implementation, family resource library development and delivery, and program quality improvement services. She possesses a B.A. degree in Child Development and a M.A. in Physical Education.
Literacy Mentor	Kimberly Nelms demonstrates the qualifications to successfully implement Literacy Mentor services. She is currently a Project Specialist at BCOE and has provided extensive professional development training to preschool staff, support to teachers in developing professional development plans, and training in use of assessment instruments. In her previous position as a Literacy Coach at BCOE, she provided professional coaching support to preschool teachers, literacy activities to six preschools and migrant populations, and parent education in literacy and school readiness. She implemented Raising-A-Reader among 300 families and coordinated kinder-camps serving over 150 children. She is currently an adjunct faculty member at Butte-Glenn Community College and served previously as a faculty member at Shasta Community College. She possesses a B.A. degree in Child Development and a M.A. in Education with an emphasis in curriculum and instruction.

Selection Criterion 2, Factor 3. Experience of contractors. The project will be supported by contractors who will provide essential professional development and evaluation services. The qualifications of selected contractors follow in the chart below. Space precludes the inclusion of all contractors who will provide professional development services. However, criteria for those contractors will include language and literacy expertise, a Master's Degree (preferred), and at least five years providing professional development and/or coaching experience.

Holly Ahmadi will provide professional development consulting services relating to English language development and Houghton Mifflin's preschool and elementary curricula. She has been an educator for more than a decade and currently serves as the English Language Development (ELD) Coordinator for BCOE where she provides classroom observation and coaching to elementary school teachers and ELD Coordinators. She has completed the Houghton Mifflin Trainer of Instructors and supports teachers in implementing the Houghton Mifflin curriculum with fidelity and in the use of Houghton Mifflin support materials. In addition to a Master's Degree in Teaching International Languages with an emphasis in English as a Second Language, she holds a Cross-Cultural, Language, and Academic Credential.

Kathryn Clements will provide professional development consulting services relating to reading, assessment, and data monitoring. With a background as an elementary teacher and reading specialist, she has provided professional development and technical assistance services to Northern California educators for the past 10 years. As an adjunct professor with the University of California at Davis from 1998-2004, she taught courses for the Reading Certificate Program. Currently, as the Administrator for the Butte Regional Capacity Building Project, she coordinates professional development opportunities for regional leaders to implement District Program Improvement work. She possesses a M.A. in Education with special emphasis in Reading/Language Arts and a Cross-cultural Language and Academic Development Certificate.
The Center for Research Services, Inc. (CRS) will contract to provide comprehensive services to support the project's evaluation needs. Susan St. Germaine, founder and Lead Evaluator for CRS, will serve as the Evaluator. She has developed evaluation plans and implemented evaluations for dozens of state and federally-funded grant programs for school districts, higher education, health agencies and probation departments, including those focused on child development, family literacy, and early literacy skills development. She is the former Chair of the Butte County Local Child Care Planning Council and has presented on evaluation at local, state, and federal conferences and meetings. She is experienced in all aspects of evaluation to include developing and refining survey instruments, designing measurement methods and processes, and development of databases and data analysis to support analytic procedures for research and experimental evaluation. She demonstrates expertise in participatory evaluation methods, case studies, and the development and presentation of formal evaluation reports.

3. ADEQUACY OF RESOURCES

Selection Criterion 3, Factor 1. Stakeholders support. Strong stakeholder support for implementation of the Early Reading First program has been developed in creating this proposal and is evidenced by Stakeholder Agreements included in Appendix D. All staff members including Site Supervisors, Teachers, and Associate Teachers at the four participating preschool sites indicate understanding of their roles and responsibilities and have agreed to support and participate in the proposed program of classroom-based and online professional development coursework; coaching and mentoring activities; parenting involvement; enhanced assessments; and curriculum implementation activities. Proposed consultants have demonstrated their willingness to provide implementation support and services through their signatures on a Stakeholder Agreement. These stakeholders include the Center for Distributed Learning, the Center for Research Services, the California Reading Implementation Center, the English

Language Development Center, the Butte Reading Technical Assistance Center, and BCOE's Child Development Programs and Services.

Selection Criterion 3, Factor 2. Adequacy of costs in relation to activities. Project expenditures have been thoughtfully designed to enable over 575 high risk children including English learners, those with special needs, and those from low income families to develop the foundational early literacy skills that SBRR indicates are crucial in helping to ensure seamless transitions into kindergarten and later school success. At an average annual cost of $ 2,093 per child, the budget will provide (1) full support for all project costs associated with proposed activities; and (2) sufficient funding to address the learning needs of all participants (i.e., children, parents, and teaching staff) in achieving project goals. Through project resources, participating preschool sites will transform teaching and learning to become model Centers of Excellence that effectively prepare low-income children to read and succeed. The project will produce outcomes that will inform the research in early literacy programs, electronic systems and supports, and field-tested techniques and processes that will assist in project replication.

Adequacy of costs in relation to improvements. The budget will support the transformation of existing, early childhood development programs into Centers of Excellence by providing exemplary early literacy activities founded in scientifically-based reading research and based on best practices in early literacy, assessment, parent involvement, and professional development.

Project funds will result in the following specific changes to the existing programs.

Significance of Improvements
• Instructional staff will use release time to conduct assessments of children, analyze results, and plan for differentiated instruction based on findings; • The expansion of existing part-day programs into extended-day and/or extended year programs will enhance children's academic outcomes and school success; • Instructional staff will improve instructional knowledge and skills through continuous, comprehensive professional development to include classroom-based instruction, facilitated electronic and online learning, and professional coaching support;

Significance of Improvements
• Parents will (1) develop increased knowledge and skills in supporting pre literacy development in their children; and (2) utilize enhanced home environments to improve child development; • Children will be immersed in enhanced classroom environments where high-quality oral language and print-rich settings will be integrated into instruction; • Young children will benefit initially from improved school readiness through intentional and explicit instruction based on scientific research, primary language support, attention to special needs, assessment to focus instruction on learning needs, and enriched literacy environments; • Children will enter kindergarten with the necessary cognitive, early language and literacy skills for future success throughout their K-12th grade experience; • Program benefits will continue to accrue for thousands of children beyond the three-year period of federal funding through the combined impacts of transformative changes in teacher training, knowledge, and instructional skills; ongoing assessment and progress monitoring; improved literacy environments; and parent education and involvement strategies; and • All students can expect to (1) demonstrate improved school readiness; (2) perform better in tests of academic achievement throughout their K-12th grade school experience; and (3) demonstrate better long-term outcomes including less grade retention, fewer teen pregnancies, better social skills, and less welfare dependency.

Explain the adequacy of costs in relation to increases in student achievement. All proposed expenditures are focused ultimately on developing the supports and direct instructional strategies that will create children who are enthusiastic about learning and ready to succeed. The program will demonstrate powerful impacts on children's learning generated through SchoolGate's leading-edge teacher training program integrating student assessment processes, California's Preschool Content Standards and a research-based curriculum delivered and continuously supported through classroom instruction, web-based learning, an electronic assessment management system, and professional coaching support. Children's progress monitoring data and outcome results will be recorded on SchoolGate's electronic database and data collection system designed to record, analyze, and report student progress monitoring data. Student data will later be transferred electronically to receiving schools as students transition to kindergarten.

4. QUALITY OF THE MANAGEMENT PLAN

Selection Criterion 4, Factor 1 -- The Management Plan Chart (pp. 25-30) provides an overview of project goals, benchmarks, activities, a timeline for implementation (including full

implementation by January 1, 2009), indicators, and assignment of responsibilities. [Please note that Outcome Measurements for each goal are included in the Quality of Project Design section, Purposes 2-4.] The Management Plan includes groups and responsibilities as follows.

Management Team Members	Responsibilities
BCOE's Assistant Superintendent, Project Director, Project Manager, Literacy Mentors, and Evaluator	Monthly meetings to review ongoing progress, identify successes and barriers, and make recommendations for improvement
Steering Committee Members	**Responsibilities**
Parents, project management and preschool staff, kindergarten teachers, professional development providers, Evaluator	Meet twice annually to review project outcomes, identify successes and obstacles, and make recommendation for improved services

Selection Criteria 4, Factor 2. Procedures for gathering and analyzing progress data.

Policies and procedures developed to support gathering and analysis of progress data will ensure that data is handled properly, ensuring confidentiality and the availability of reliable data for analysis. The training/mentoring relationship between Literacy Mentors and classroom instructors is the foundation of progress monitoring procedures as described below.

In weekly meetings, Literacy Mentors will work with teachers to review the results of progress monitoring assessments for each student and evaluate student progress. Initially, the Literacy Mentors will work closely with teachers by modeling strategies around the use and analysis of assessments to differentiate instruction. As the program progresses, teachers will increasingly assume more of a lead role in utilizing progress data. The Literacy Mentors will maintain coaching roles as they support the review of progress data and implementation of revised strategies when progress monitoring assessments suggest the need for changed instructional strategies. The Program Manager will meet monthly with the Literacy Mentors to review progress monitoring data in all participating classrooms and to serve as a repository of higher level expertise to both the Literacy Mentors and teachers, as appropriate, to improve learning environments and instructional practice.

Literacy Mentors in partnership with Direct Service Coordinators will administer the *ELLCO* and the *ECERS-R* twice annually to provide the progress monitoring data that is essential to improving teaching strategies and enhancing learning. In weekly meetings of teachers and Literacy Mentors, the team will review student, instructional, and/or environmental assessment findings to analyze classroom strengths and weaknesses and to make changes, as appropriate.

The Program Manager will administer the *Quality Teacher Interview Protocol* three times annually to gather progress data from teachers and Literacy Mentors regarding (1) effectiveness of the professional development program; and (2) unmet professional development needs. After analyzing findings from the *Quality Teacher Interview Protocol* information synthesis, the Program Manager and Project Director will refine content of the professional development program and identify and coordinate additional training as needed. Quarterly, they will meet with Literacy Mentors and teachers to (1) expand teachers' awareness of their professional growth; (2) identify professional development needs; and (3) identify content and strategies for attaining professional development goals and objectives.

Describe process and procedures to develop and institute strategies. Progress monitoring, screening, and evaluation data will be analyzed regularly as described above to ensure that all program staff is responsive to evaluation results with the goal of ensuring continuous program improvement. At the classroom level, weekly review of children's progress will result in differentiated instruction or the implementation of other strategies to meet students' changing needs. In quarterly meetings of the project's Management Team, the Assistant Superintendent, Project Director, Program Manager, Evaluator, and Literacy Mentors will analyze evaluation data for the entire program to ensure progress toward all program goals is occurring continuously and to ensure timely and effective program adaptation and enhancement.

Selection Criteria 4, Factor 3 -- Specify the hours key persons will dedicate to project

Time commitments of key staff are outlined in the following table.

Position	Hours/Week
Project Director	10 (.25 FTE)
Program Coordinator	37.5 (1 F/T)
Family Literacy Specialists	37.5 (1 F/T)
Literacy Mentors	37.5 (1 F/T)
Evaluator	32 (.8 FTE)

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Management Plan

Goal	Benchmarks/ Indicators	Activities	Start Date	Completion Date	Roles & Responsibilities
Goal 1: To demonstrate significant improvement in children's oral language, phonological and print awareness and alphabet knowledge.	Begin start-up activities/initiate hiring & contract processes	Hire staff and subcontract with consultants	Upon award notification	Oct. 2008	Project Director
	All screening assessments are completed/ student assessments entered into database	Complete baseline/screening assessments of all children, review data	Oct. 2008	Nov. 2008 and annually thereafter	Classroom teams (Program Manager, Literacy Mentors, Family Literacy Specialists, Direct Service Coordinators, instructional staff)
	Progress monitoring assessments are initiated/student assessments entered into database	Initiate progress monitoring instruments at baseline, mid-year, and year-end; review data	Oct. 2008	May 2008 and annually thereafter	Classroom teams (as above)
	Changes in children's: 1. receptive and expressive language skills (*DRDP-R, PPVT III* results) 2. phonological awareness skills (*DRDP-R* results) 3. letter names,	Facilitate specialized training and/or support for special needs children (special education partners with expertise – e.g., speech and language, behavior management; curriculum modifications) Identify EL students/provide	Nov. 2008 (develop plan for and/or provide/facilitate specialized training/support for students) Nov. 2008	Ongoing Ongoing	Classroom teams (Program Manager, Literacy Mentors, instructional staff, bilingual aides, and/or special education staff) Classroom

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Goal	Benchmarks/ Indicators	Activities	Start Date	Completion Date	Roles & Responsibilities
	sounds recognition (*PALS-Pre-K* results) 4. print awareness (*DRDP-R* results)	specialized training and/or link to EL support (bilingual aides, Reading and Language Specialists, curriculum modifications)	(develop plan for and/or provide/facilitate specialized training/support for EL students)		teams(same as above), EL Specialist
	Develop SchoolGate database linkages to assessment/database readiness	Secure contract, develop system to create interface between assessment and database and professional development module.	Sept. 2008 Sept. 2009	Nov. 2008 Nov. 2009	Project Director, Program Analyst, Center for Distributed Learning,
Goal 2: Participating preschools will demonstrate substantially improved language and literacy environments to support improved teacher-child and peer interactions, dramatic play, cognitive development, and individual and small group reading and writing.	Assessment of each classroom environment/ *ELLCO* and *ECERS* results	Order and place enrichment and curricular materials in classrooms.	Upon award notification	Oct. 2008	Project Director, Program Manager
	Develop a *Language/Literacy Environment (LLEP) Plan* for each classroom/ *LLEP* results	Develop and implement training based on *ELLCO, ECERS,* and child screening or progress data.	Sept. 2008 (assess and train)	Oct. 2008	Project Director, Program Manager, Literacy Mentors, Direct Service Coordinators
	Implementation of *LLEP* in each classroom/*ELLCO & ECERS* results	Provide training for *LLEP* development.	Oct. 2008 (train and develop *LLEP*)	Ongoing	Project Director, Program Manager, Literacy Mentors
		Classroom teams implement the *LLEP.*	Nov. 2008 (implement *LLEP)*	Ongoing	Literacy Mentors, Direct Service Coordinators, Program

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Goal	Benchmarks/ Indicators	Activities	Start Date	Completion Date	Roles & Responsibilities
					Manager monitor *LLEP* implementation
	Annual review of classroom *LLEP* progress/written reports	Monitor ongoing implementation of *LLEP*.	May 2008 (review and revise *LLEP*)	Ongoing	Program Manager – review *LLEP* progress
Goal 3: To improve staff knowledge and skills in theory, curriculum, instruction, assessment, and preschool standards.	Comprehensive staff development plan/completed plan	Plan comprehensive annual staff development component including monthly agenda/presenters	Sept. 2008	Oct. 2008	Program Manager, Literacy Coaches, staff development subcontractors
	Curriculum adapted and ready for training/adapted curriculum	Adapt *Houghton Mifflin PRE-K Where Bright Futures Begin* curriculum	Oct. 2008	Oct. 2008	Program Manager, Literacy Mentors
	Complete contract, develop online coursework/electronic accessibility	Create/adapt curriculum for online use and implement	Sept. 2008	Nov. 2008	Project Director, Program Analyst, Center for Distributed Learning
		Revise professional development module and develop graphic reporting elements	Sept. 2009	Jan. 2010	
	Implement training in *HM Pre-K* curriculum/staff evaluations	Provide training for *Houghton Mifflin PRE-K Where Bright Futures Begin* curriculum and adaptations	Oct. 2008	Nov. 2008	Houghton Mifflin staff development trainer(s)
			Nov. 2008	Ongoing monthly sessions	Program Manager, Literacy Mentors, subcontractors
	Implement	Provide ongoing staff			

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Goal	Benchmarks/ Indicators	Activities	Start Date	Completion Date	Roles & Responsibilities
	comprehensive staff development component/*Teacher Quality Interview Protocol (QTIP)* assessment	development based on SBRR			
	Implement individual coaching/*QTIP* assessment	Intensive 1:1 coaching activities with instructional staff at each site.	Nov. 2008	Ongoing	Literacy Mentors, Program Manager
	Implement group coaching/*QTIP* assessment	Intensive small group/site coaching activities with instructional staff at sites.	Nov. 2008	Ongoing	Literacy Mentors, Program Manager
	Apply staff development and coaching/ *ELLCO & ECERS*	Instructional teams implement the curriculum and apply staff development strategies to classroom instruction at participating preschool sites.	September 2008	Ongoing	Classroom teams, Literacy Mentors, Program Manager
Goal 4: To support families in integrating early language and literacy experiences in the home.	Parents attend orientation meetings at each site/sign-ups for project services	Staff at each site provides program information at Parent Meetings	Nov. 2008	Ongoing	Classroom teams, Family Literacy Specialist and Direct Service Coordinators
	Parents attend *Raising A Reader (RAR)* trainings/sign-ups for *RAR* services	Parents participate in home literacy activities training/sign-up sheets & pre-test *Home Reading Assessment(HRA)*	Nov. 2008	Ongoing	Classroom teams at each site with Family Literacy Specialist and Direct Service Coordinators

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Goal	Benchmarks/ Indicators	Activities	Start Date	Completion Date	Roles & Responsibilities
	Parents attend Family Literacy Nights/attendance sheets	Parents develop knowledge of literacy practices and materials, receive books & materials, sign-up for RAR services.	Dec. 2008	Ongoing	Classroom teams Family Literacy Specialists and Direct Service Coordinators at each site.
	Parents in homes receive enrichment materials and learn effective preliteracy practices	Parents receive quarterly home visits from bi-lingual Family Literacy Specialists to support children's learning/participation logs	Dec. 2008	Ongoing	Family Literacy Specialists
	Parents provide daily read-aloud & enrichment activities in the home/ *Home Reading Assessment(HRA)* results	Children take new book selections home in Book Bags each week/post-test *HRA*	Nov. 2008	Ongoing *(HRA* post-test in May 2009 and annually thereafter)	Classroom teams at each site with Family Literacy Specialist

5. QUALITY OF THE PROJECT EVALUATION

Evaluation Overview. The SPARKLE design team has developed a powerful evaluation plan featuring methodology for (1) measuring, analyzing, documenting, and reporting progress; and (2) assessing achievement of project goals, objectives, and benchmarks as well as overall program impact. The Center for Research Services, Inc. has agreed to conduct the project's evaluation and its staff has participated on the project's design team to ensure (1) integration of evaluation into all aspects of program design; (2) compliance with all federal requirements, to include inclusion of Government Performance and Results Act (GPRA) measures; and (3) scientific rigor to support continuous feedback and quality outcome information. The evaluation design integrates a variety of assessment techniques, both qualitative and quantitative and formative and summative. The evaluation will be based on a collaborative relationship between program staff, the Management Team, and the Evaluator to improve instructional strategies and program quality through sharing of student and program data and quarterly and year-end reports on evaluation findings to include program recommendations.

The evaluation includes an analysis of the five GPRA evaluation measures identified to assess the overall effectiveness of the Early Reading First program as detailed in the table below.

Evaluation Question	Outcome Measure
1. What is the cost per preschool-aged child participating in Early Reading First (ERF) programs who achieve significant gains in oral language skills?	*Peabody Picture Vocabulary Test-III, Receptive*
2. What percentage of preschool-aged children participating in ERF programs demonstrates age-appropriate oral language skills?	*Peabody Picture Vocabulary Test-III, Receptive*
3. What is the average number of letters that preschool-aged children are able to identify?	*PALS Pre-K assessment, Upper Case Alphabet Knowledge subtask*
4. What is the percentage of preschool-aged children participating in ERF who achieve significant gains in oral language skills?	*Peabody Picture Vocabulary Test-III, Receptive*
5. What is the average ERF teachers' score on the Literacy Environment Checklist on the ELLCO Toolkit	*ELLCO Toolkit Literacy Environment Checklist*

Evaluation Question	Outcome Measure
after each year of implementation?	

The following table summarizes evaluation activities in support of project success.

Evaluation Activities
Train project staff on protocols and administration of assessment instruments.
Develop data collection systems, tools, and agreements.
Develop databases, collect data, and analyze data to support analytic procedures.
Monitor project operations, conduct focus groups and key informant interviews, and provide regular, updated progress reports to Management Team.
Develop, implement, and analyze fidelity criteria checklists to determine fidelity to models.
Present recommendations for program improvement, as appropriate.
Prepare and present required, annual and final evaluation reports.

Susan St. Germaine, founder and CEO for the Center for Research Services, Inc., will assume lead evaluation responsibilities for the SPARKLE Project evaluation tasks and activities. She demonstrates a 20-year history of successful experience in evaluation design; project evaluation; and special projects development, implementation, and administration in the public and private sectors. Over the past ten years, she has provided high-quality evaluations to dozens of large-scale state and federal grant programs, with an emphasis on analyzing, synthesizing, and regularly presenting formative and summative data and information to support continuous program improvement. She will incorporate into the project evaluation her knowledge of survey and assessment instruments and measurement methods along with her ability to develop databases and data collection instruments; train staff on use and administration of assessment instruments; produce powerful evaluation findings; and develop high quality reports. For further detail on Ms. St. Germaine's experience and qualifications, please see Appendix E: Individual Resumes. She will be assisted in the evaluation of the SPARKLE Project by an evaluation team performing data entry, analysis, and tracking functions in conjunction with the Program Analyst.

Selection Criteria 5, Factor 1 -- Evaluation methods and instruments. The table below identifies project goals and the evaluation methods and instruments used to evaluate the

achievement of each. The Statistical Package for Social Sciences (SPSS) will be used for high level data analysis as appropriate to research and evaluation processes.

Goal 1: Participating children will demonstrate significant improvement in oral language, phonological and print awareness, and alphabet knowledge.	
Evaluation Methods: Pre/post design with assessments administered each year (PPVT-III 2 times and PALS Pre-K 2 times) by teachers. The Evaluator will analyze data, use descriptive statistics to present the percent of change from pre-test to post-test, and report changes annually.	**Instrument(s):** •*Peabody Picture Vocabulary Test-III/TVIP (PPVT-III)* •*PALS Pre-K Assessment Upper Case Alphabet Knowledge and Auditory subtasks (PALS Pre-K)* •*Desired Results Developmental Profile-Revised (DRDP-R)*
Goal 2: Participating preschools will demonstrate substantially improved language and literacy environments to encourage teacher-child and peer interactions, dramatic play, cognitive development, and individual and small group reading and writing.	
Evaluation Methods: Pre/post design with assessments administered each year in both the fall and spring. Literacy mentors will conduct ECERS-R pre/post assessments, and Literacy Mentors will conduct ELLCO pre/post assessments. The Evaluator will analyze data, use descriptive statistics to present the percent of change from pre-test to post-test, and report changes annually.	**Instrument(s):** •*Early Childhood Rating Scale-Revised (ECERS-R)* •*Early Language & Literacy Classroom Observation - Literacy Environment Checklist (ELLCO)*
Goal 3: To improve staff knowledge and skills in research, instruction, assessment, and preschool standards to improve early language and literacy development among diverse children.	
Evaluation Methods: Pre/post design with assessments administered each year by Literacy Mentors in the fall and spring. The Evaluator will analyze data, use descriptive statistics to present the percent of change from pre-test to post-test, and report changes annually.	**Instrument(s):** •*Early Language & Literacy Classroom Observation – Classroom Observation, Teacher Interview, and Literacy Activities Rating Scale (ELLCO)* •*Quality Teacher Interview Protocol*
Goal 4: To support families in integrating early language and literacy experiences into the home.	
Evaluation Methods: Pre/post design with assessments administered each year in both the fall and spring. Parents will complete pre/post assessments with assistance from teachers at each site. The Evaluator will analyze data, use descriptive statistics to present the percent of change from pre-test to post-test, and report changes annually.	**Instrument(s):** •*Home Reading Assessment* showing parent/caregiver time spent in weekly read-aloud activities with children in the home.

The evaluation plan also includes additional qualitative and quantitative data relating to strategies and practices implemented in preschool sites; staff satisfaction with professional development (e.g., online/classroom formats, coaching support, etc.); parent satisfaction with in-home, site-based, and literacy materials/services; teachers' instructional skills; the numbers of students and parents participating; and other strategies, as appropriate.

The Evaluator will provide quarterly progress reports to the Management Team, addressing project progress relative to goals and objectives. The evaluation plan includes opportunities for project staff, teachers, and parents to provide feedback and recommendations for improvement through participation on the project's Steering Committee and through focus groups and key informant interviews. The Management Team will review all recommendations for change and refine project services through mid-course corrections to achieve project goals. Project outcomes and recommendations will be included in the final evaluation report which will be distributed through early literacy, professional development, and statewide reading networks to support project replication in other settings.

Use child outcome data from screening reading assessments. Child outcome data derived from screening assessments are central to evaluation purposes and will be used as baseline and follow-up measures to monitor ongoing changes in children's skills development. At the project level, evaluation findings regarding overall changes in children's oral language, phonological awareness, letter knowledge, and print awareness skills will be used periodically to (1) review the program's overall impact and progress toward goals and objectives; and (2) to identify barriers and areas needing improvement. At the classroom level, disaggregated data from screening assessments will be used to determine growth in individual students and subsets of the student population such as English learners, males, females, and children with special needs and

to differentiate instruction accordingly. Baseline screening data derived from four-year-old children in the fall of the project's first year will also be compared to screening data from returning four-year-old children in the project's second year to assess differences in four-year-olds' skills development after the previous year in the program as three-year-olds. Screening data from each subsequent year will be compared to previous years' data to determine program progress from year to year. All evaluation information will be shared with the Management Team and Steering Committee in their regular meetings to inform decision-making in support of continuous program improvement.

Describe the relationship between progress monitoring and outcome instruments. Progress monitoring instruments and child outcome instruments will measure the same skills – oral language, phonological awareness, print awareness, and alphabet knowledge – however, their purposes are different. The outcome instruments will be used in the project evaluation to provide a clear picture of the changes in children's skills development from a pre-test administered in the fall to post-tests administered mid-year, as appropriate, and again at the end of the school year. Progress monitoring instruments such as the DRDP-R, used continuously throughout the year, are designed to track students' progress toward mastery of specific skills and concepts. They are also designed to inform instructional decision-making about strategies, flexible grouping, and pacing for individual students.

Provide validity and reliability data for specified evaluation measures.

Instrument	Reliability Rates	Validity
DRDP-R	Demonstrates high reliability	Demonstrates high content validity.
ECERS-R	Demonstrates high reliability .70 to .86	Demonstrates strong predictive validity with internal consistency of .92 for total scale.
ELLCO	Demonstrates high reliability .81 to .90	Demonstrates convergent validity for the Classroom Observation section when compared to the Classroom Profile Tool.
PPVT-III	Demonstrates high reliability	Demonstrates verbal ability correlations of

	.92 to.95	.91 and .89 and correlation rates between .69 and .74 with the OWLS.
PALS Pre-K	Demonstrates high reliability .75 to .93	Demonstrates high, statistically significant correlations with TERA-3 and the COR.

Selection Criteria 5, Factor 2 -- Qualitative and quantitative data. The project Design Team has thoughtfully selected evaluation measures to provide qualitative and quantitative data for evaluation of all project services and activities. The following table provides an overview of the relationship of project goals to assessment instruments and the types of data each will yield.

Goal	Instruments	Type of Data
1: Participating children will demonstrate significant improvement in oral language, phonological and print awareness, and alphabet knowledge.	*PPVT-III* *PALS Pre-K*	Qualitative and quantitative data.
2: Preschools will demonstrate high quality language and literacy environments to encourage teacher-child and peer interactions, dramatic play, cognitive development, and individual and small group reading and writing.	*ELLCO Literacy Environment Checklist* *ECCERS-R*	Qualitative and quantitative data.
3: To improve staff knowledge and skills in research, instruction, assessment, and preschool standards to improve early language and literacy development among diverse children.	*ELLCO* growth scores *Quality Teacher Interview Protocol*	Qualitative and quantitative data.
4: To support families in integrating early language and literacy experiences in the home.	*Home Reading Assessment*	Qualitative and quantitative data.

Additional measures of professional development. The project is committed to a high quality evaluation of its professional development program and will utilize the *Early Language & Literacy Classroom Observation (ELLCO)* and the *Quality Teacher Interview Protocol* to assess changes in (1) each teacher's instructional practice; (2) literacy environments; and (3) student learning and achievement, as well as successes, challenges, and perceived usefulness of training and levels of support.

SPARKLE
Project Narrative

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Selection Criteria	Page Number
1. Quality of the Project Design	1
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4. Quality of the Management Plan	22
5. Quality of the Project Evaluation	30

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **9653-Mandatory_Appendix_C_Endnotes.doc**

Attachment 2:
Title: Pages: Uploaded File: **8922-Appendix_A_PRESCHOOL_PROGRAM_INFORMATION.doc**

Attachment 3:
Title: Pages: Uploaded File: **613-Appendix_B_Language_Acquisition_Plan.doc**

Attachment 4:
Title: Pages: Uploaded File: **4129-Appendix_D_Stakeholder_Agreement.pdf**

Attachment 5:
Title: Pages: Uploaded File: **6094-Appendix_E_Resumes-Job_Descriptions.doc**

Attachment 6:
Title: Pages: Uploaded File: **8093-Appendix_F_Indirect_Cost_Rate_Agreement.pdf**

Appendix C: ENDNOTES

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Appendix A: PRESCHOOL PROGRAM INFORMATION

Site Description	Circles Children's Center	Gridley State Preschool	Oakdale Heights Children's Center	Poplar Children's Center
Address	2345 Fair Street Chico, CA 95928	1567 Booth Drive, Room 7 Gridley, CA 95948	2255 Las Plumas Oroville, CA 95966	2075 20th Street Oroville, CA 95965
Ages & Number of Children	3-5 year olds 48 capacity	3-5 year olds 48 capacity	3-5 year olds 48 capacity	3-5 year olds 48 capacity
Demographics/ Socioeconomics	Butte County has 51% of their children living in low-income households with 10% lacking health insurance and 30% lacking dental insurance. For every 1000 births, 27% are to teen mothers, and 6% of all births are low birth weight. The percent of parents with fewer than 12 years of education is 20.5% for mothers and 19.6% for fathers in 2004. The rate of child abuse in 2004 is			
• Free/Reduced Lunch**	92.9%	74.4%	83.9%	79.1%
• English Language Learners**	55.3%	46.2%	23.7%	32.2%
• Special Ed*	15.1*	10.3%	16.1%	5.9%
• Ethnicity**	3.6% American Indian /Alaska Native 31.4% Asian 0.0% Pacific Islander 0.0 Filipino 40.5% Hispanic/Latino 4.1% African American 18.9% White (Non Hispanic) 1.5% Multiple	0.0% American Indian /Alaska Native 11.9% Asian 0.0% Pacific Islander 0.3 Filipino 55.1% Hispanic/Latino 0.3% African American 31.7% White (Non Hispanic) .06% Multiple	4.6% American Indian /Alaska Native 18.9% Asian 0.0% Pacific Islander 0.0 Filipino 11.8% Hispanic/Latino 6.2% African American 39.8% White (Non Hispanic) 18.7% Multiple	2.2% American Indian /Alaska Native 30.0% Asian 0.0% Pacific Islander 0.0 Filipino 8.8% Hispanic/Latino 1.5% African American 50.5% White (Non Hispanic) 7% Multiple

Site Description	Circles Children's Center	Gridley State Preschool	Oakdale Heights Children's Center	Poplar Children's Center
Children's Special Needs	Speech therapy & articulation	Speech therapy & articulation	Speech therapy & articulation	Speech therapy & articulation
Children's Average Attendance	3 hours / day-2 sessions 5 days / week	3 hours / day-2 sessions 5 days / week	3 hours / day-2 sessions 5 days / week	3 hours / day-2 sessions 5 days / week
Primary Funding Source	California Department of Education	California Department of Education	California Department of Education	California Department of Education
Basic Instructional Program	Curriculum is assessment driven with a focus on literacy, numeracy, school readiness, and supporting all domains of children's development. Creative Curriculum in the framework, which supports environments and Learning Centers, to include art, science, movement, music, cooking, blocks, library, dramatic play, sand & water, woodworking, gardening, and manipulatives. Teacher directed and free choice activities are within a planned weekly and daily schedule.			
Staff Number & Qualifications	1 Site Supervisor BA, 24 units ECE & units administration 1 Lead Teacher BA, 24 units ECE Spanish / English 1 Associate Teacher BA, 24 units ECE	1 Site Supervisor 24 ECE units & units administration 1 Lead Teacher 12 units ECE Spanish / English	1 Site Supervisor AS, 24 units ECE & units administration	1 Site Supervisor AA, 24 units ECE & administrative units E

*DataQuest 2006/2007 School Year of receiving schools
**California Ed Data 2006/2007 School Year
***California County Data Book 2007

Appendix B: Language Acquisition Plan

Development of Language -- A continuum approach to children's language development supports individual progress and development through phases of: observational / listening period; telegraphic and formulaic speech using current knowledge to communicate; and fluid language use as rules of language appear, including familiarity with language and verbal interaction, letter recognition, and phonological awareness. Providing opportunities to encourage foundations of oral language skills and comprehension, vocabulary, alphabet knowledge, phonological awareness, motivation to learn and appreciate literate forms, and print awareness, address the necessary precursors for children's learning and success.

Instructional Strategies -- Teachers supply multi-language opportunities in a print and language rich, high quality preschool environment, providing the foundation for learning in which children can explore, learn and use language. Direct instruction offered in children's primary language, multi-language presentation, open and directed interactions, and scaffolding of learning activities, all support each child's language development and English acquisition. Partnerships between parents and program, teacher understanding and incorporation of cultural differences, language used as a tool to communicate interests and ideas, teacher and child language interactions, experimentation with use of both first and second languages, and ongoing use of child's primary language, are program components which will enhance language acquisition. Direct and consistent conversation through clear, simple and repetitious everyday conversation, singing and rhyming, shared writing, guided play, storytelling, and introduction to sounds, all address the needs of children in English language acquisition.

English Proficiency – Language and literacy experts scaffold learning experiences with children in their primary language and work towards proficiency by introducing the second language over

time. Curriculum provides activities implemented in the child's primary language. As the program year progresses, children's progress prompts teachers to adjust the momentum of second language introduction and integration. Specialists develop relationships with families and provide language support as needs emerge. Integrated experiences immerse children in multiple languages through dual language books, picture books to promote verbal interactions, environmental signage and print, sound and letter exploration, and ongoing communication.

Professional Development – This component will offer an increasingly complex continuum of content beginning with cultural competency training as a foundation. Training will then move to strategies for children's second language acquisition and developing partnerships between teachers and families. The overall training series will elicit understanding about the context for children's learning, philosophy and pedagogy, and content knowledge about language development and practical instructional strategies. This series, enhanced with CA Preschool Learning Foundations-English Language and Literacy Guidelines training, links curriculum content to indicators of children's learning and desired outcomes. Further, online instructional processes will provide expert-facilitated learning, additional face-to-face lab group interactions, and follow-up modeling and mentoring in children's centers, provided by bi-lingual literacy specialists.

Timeline -- Benchmarks and learning outcomes will be measured during the first program months using Desired Results Developmental Profile-Revised (DRDP-R) and ELLCO assessment. Data entered into the SchoolGate-online data system will provide real time assessment information about children's progress and as a result, continuous curriculum enhancement and revision will occur. Measurements will include ELLCO, PPVT/TVIP, PALS Pre-K, and DRDP-R.

Appendix D: Stakeholder Agreement Statement of Support

The following professional consultants agree to provide specialized expertise to the implementation of Butte County Office of Education's Early Reading First grant in accordance with agreement detail as set forth below:

The Center for Distributed Learning, a recognized online learning resource developer and technical assistance provider will develop (1) an enhanced and revised online *Desired Results Developmental Profile-Revised* relational database; (2) an online relational database linking *Desired Results Developmental Profile-Revised* with CA Preschool Learning Foundations (Standards) to support analysis of multiple measures of progress, student assessment and performance tracking; (3) effective online professional development coursework module and related delivery system for preschool educators; (4) an online learning community and sharing environment; (5) related instructional design and media content; and (6) graphic representation of database report elements.

Center for Distributed Learning 6/5/08 Date (b)(6)

The California Reading Implementation Center and the Butte Regional Technical Assistance Center, as part of the Reading First Professional Development Program, will be available to (1) provide technical assistance and expert professional development and training content for preschool educators in development of knowledge and skills related to early literacy, assessment, and differentiated instruction; (2) instruction and support related to early literacy, language and reading development, effective instructional strategies; (3) CA Preschool and state early elementary standards alignment, and comprehensive approaches to elicit optimal literacy

The English Language Development Coordinator will provide support to benefit the early literacy development of the preschool population served through (1) customized training support to inform instruction and practices and implement the Houghton Mifflin curriculum and support materials; (2) Houghton Mifflin curriculum support focusing on ELD components to meet English Learner needs; (3) provide professional development content and instruction for mentors, teachers, specialists and coaches, to refine instructional strategies and approaches to align with CA Kindergarten Standards and English proficiency assessment.

English Language Development Coordinator 6-6-08 (Date) (b)(6) (Signature)

The Butte County Office of Education, Children's Center Preschool program staff at the proposed preschool sites welcome and support the opportunity to participate in the Butte County Office of Education's, Early Reading First project to increase school readiness and literacy skills of young children, enhance children's learning environments, assess children's progress, provide classroom based, online and mentored professional development, and support families through literacy supports and activities and specifically to (1) implement *Houghton Mifflin Pre-K* curriculum to be integrated into the Children's Center program; (2) participate in 60 hours of classroom based, online, and independent professional development coursework and learning; (3) integrate project Literacy Mentors and Family Literacy Specialist activities and support; (4) participate in weekly coaching, mentoring, reflection and directive feedback loop to inform instruction and program practices; (5) revise the *DRDP-R* assessment processes to enhance an effective and efficient assessment and data collection process.

Children's Center staff:

6/5/08 (Date) (b)(6) (Signature)

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outcomes for young children; (4) coaching, consulting, data analysis and other support aimed toward increasing reading development.

CA Reading Implementation Center and Butte Regional Technical Assistance Center

6/5/08
Date

(b)(6)

The Center for Research Services will provide comprehensive evaluation services to include formative and summative element and qualitative and quantitative strategies. Evaluation services will include regular reports to the project's Management Team in addition to required reports, and comprehensive annual and final evaluation reports.

Center for Research Services 6/5/08
Date

(b)(6)

Child Development Programs and Services of Butte County Office of Education will provide supports, resources and expertise to support, implement and provide (1) professional development opportunities and release time for participating staff; (2) integration of Houghton Mifflin curriculum with existing lesson plans; (3) in-service training content to support Early Reading First project outcomes; (4) expert content knowledge and training plans to support successful professional development classroom and online learning strategies; (5) access to technological and group learning supports and technical assistance; (6)communication and support to align with preschool's related elementary school staff and processes; (7) conduct resource development to acquire resources to sustain project activities and outcomes for Butte County children and families;

Child Development Programs and Services 6.4.08
Date

(b)(6)
Signature

6-5-08
Date

Signature

Children's Center staff continued:

(b)(6)

Appendix E: Individual Resumes/Job Descriptions for Project Director and Key Personnel

TIMOTHY MCCLURE
DEPUTY SUPERINTENDENT

EDUCATION

Stanford University *Bachelor of Arts, English*	Stanford, California	1967-1971
California State University, Chico *Masters Degree, Educational Administration*	Chico, California	1981

CREDENTIALS

Teacher	Life Standard Secondary Teaching
Administrator	Life Administrative Services

WORK EXPERIENCE

1998 to present Deputy Superintendent
Butte County Office of Education
Oroville, California

Educational Support Services Department: 80 full-time and 250 part-time employees and an annual budget of $16 million. Responsible for supporting 14 school districts in the collaborative effort to improve student academic performance and create safe and healthy learning environments for children. Implementation of No Child Left Behind programs for PreK-12 grade throughout Butte County: After School (23 sites), audiovisual and library circulation collections, teacher credentialing (107 teachers) , Child Development Programs & Services (13 schools) , data collection and analysis, direct support to high priority schools: standards-based instruction, health and safety programs, effective use of technology supporting 60,000 teachers statewide with an online learning community.

ESS works primarily in collaboration with the 14 school districts in Butte County, and also with the nine northeastern counties to design and operate effective programs to meet these goals. Mr. McClure reports on current legislation, State Board of Education policy, and research related to teaching and learning to the district leaders and internal county office educators. ESS has earned a positive reputation for promoting effective integration of technology, and supporting schools participating in the Immediate Intervention/Underperforming Schools Program. A former high school English teacher and Director of the Instructional Resource Center, Mr. McClure has served in his present job for eight years.

Heather Senske
1870 Bird Street, Oroville, CA 95965
(530) 532-5763

PROFESSIONAL EXPERIENCE

Butte County Office of Education / Child Development Programs & Services: Administrator: Introduced and developed new CDPS concept and department. Responsible for all aspects of department oversight, administration, management, coordination, personnel, and program and resource development for all child development, early care and education, school readiness, and auxiliary related programs and services.

- 5 million dollar annual budget
- 75 department employees
- Design and development of 15 Children's Center sites and programs from start up
- Migrant Child Care contract interim grantee for CA Department of Education
- Head Start Children's Center Collaborative development and implementation
- Special Education Children's Center Early Education Partnership development
- CA Child Development Administrators Advisory Committee on Preschool for All
- Early Learning Opportunities Act: Early LEARN Literacy Grant Oversight
- CA Early Reading First Network participation

Butte County Office of Education / Butte County Local Child Care Planning Council: Coordinator: Coordination of Council activities including strategic planning, needs assessment, and county-wide master plan development. CA and Regional Advisory Committee representative on CA Workforce Initiative, Centralized Eligibility List, Desired Results.

Butte County Children's World: Administrator: Responsible for overall administration of CDE child care and development program with multiple funding sources. Oversight of program development and implementation including: Resource development, finance, reporting, evaluation and program personnel.

RELATED EXPERIENCE

Children's Defense Fund:	Emerging Leaders Initiative Fellow
CA Joint Legislative Committee:	California Education Master Plan School Readiness Sub-Committee
CA County Superintendents Educational Services Association	Child Development Administrators Subcommittee
CA Region 2 ECE Directors Council:	Participating Leader
City of Chico:	City Charter Review Committee General Plan Housing Element Committee

	Municipal Building Committee
Butte County Children and Families Commission:	Strategic Plan Committee Technical Advisory Committee
Butte County Local Child Care Planning Council:	Vice Chair
California Department of Education:	Data and Assessment Advisory Committee CA Early Learning
Foundations Advisory	

PROFESSIONAL AFFILIATION

California Association for the Education of Young Children	
CA Child Development Policy Institute-Education Fund:	Board Member

Anna Bauer

(b)(6)

Professional Experience

2006-Present: Program Manager - Child Development Programs & Services, Butte County Office of Education

Responsible for multiple and diverse grant funded programs. Responsibilities include: fund development; program design and implementation; fiscal and personnel management; training; mentoring; data and program compliance reporting; advisory team work; assessment and evaluation.

Activities and Accomplishments:

- Early Childhood Education Children's Centers Support Service Enhancements
- School Readiness Program and Raising A Reader literacy program facilitation
- Early Childhood Education nutrition and physical fitness project oversight
- After School Program Character Building Project implementation
- Kinder Camp transition program development and oversight

2005-2006: Program Specialist - School Readiness Program, Butte County Office of Education

Responsible for delivery and oversight of School Readiness Program implementation. Responsible for specialized support service delivery to children and families, including referral and intervention service identification and access, case management, direct intervention activities, ECE staff development and training and Children's Centers program quality enhancement activities

Activities and Accomplishments:

- ECE Children's Centers Program Quality Improvement Project
- ECE professional development module development and implementation
- Second Step program training and implementation at ECE Children's Centers
- Early Childhood Education Family Resource Library development and delivery
- Pre Kindergarten transition activity and alignment activities

2002-2005: Program Coordinator, Chico Area Recreation and Park District

Managed multiple programs at the Dorothy Johnson Community Center. Program design and implementation; staff training and supervision; youth, teen, senior and adult programs; community cultural events; neighborhood enrichment projects; utilization of community and college partners for program enhancement and service learning; supervision of college interns and community volunteers.

2001: Manager, Mariah Adventure Connection Rafting

Supervised operations of whitewater outfitter the American River South Fork. Logistics, guide scheduling, guest services, amenities and maintenance coordination, transportation.

1998-2000: Climbing Wall and Ropes Course Coordinator and Outdoor Education Instructor, CSU, Chico
Coordinated all aspects of youth/community outdoor education program. Duties included program development; marketing; staffing and training; equipment maintenance; youth and community year round programs. Designed and taught backpacking and rock climbing curriculum and classroom and wilderness instruction.

Education

M.A. Physical Education, 2002, CSU, Chico
B.A. Child Development, 1998, CSU, Chico

Susan St. Germaine-Morger

(b)(6)

Professional Highlights

- 20-year professional background, including expertise in evaluation design, project evaluation, and development of performance reports.
- Founder and CEO of the Center for Research Services, Inc.
- Lead evaluator in numerous state and federal grant programs

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Leadership at Local, State, and National Levels

• Joint Statewide Equity Advisory Committee Member, Chancellor's Office and California Dept. of Education	1985 - 1994
• RFP Development, California Department of Education	1990 - 1995
• Re-invention of Government, U.S. Dept. of Education San Francisco, CA and Washington, D.C.	1994 - 1995
• Chair, Performing Arts Task Force, City of Chico	1995 - 1996
• Chair, Child Chair Planning Council	1999 – 2000

Sample Evaluation Projects

Safe Schools/Healthy Students (Federal)
Comprehensive programs, $15 million total for 3 separate grant programs
Early Learning Opportunities Act (Federal)
Early childhood learning and literacy, 2-year, est. $800,000
Even Start Family Literacy Program (California)
Family literacy program, 5-year $4.5 million
English Language/Intensive Literacy (California)
Intensive literacy services to EL students, 3-year, $3 million
Healthy Start (California)
Support healthy child development, 3-year, $400,000
School Community Policing Partnerships (State)
School safety, 3-year, $300,000 each for 3 separate grant programs
Elementary School Counseling (Federal)
School counseling, 3-year, est. $900,000

Carol M. White Physical Education (Federal)
Professional development, student support, 3-year, $800,000
Academic Tutoring Partnership (California)
Train and supervise tutors for at-risk students, 3-year, $1.2 million
Repeat Offender Prevention Program (California)
Juvenile delinquency prevention, 3-year, $1.4 million

Evaluation Expertise

Knowledge of/Ability to

- Develop and refine survey instruments
- Develop databases and data collection instruments and systems
- Evaluation design and identification of measurement methods
- Identification and selection of assessment instruments
- Collect, analyze, and report evaluation findings
- Train staff on administration of assessment instruments
- Make recommendations for program improvement

Employment History

2003-Present	**Evaluator/CEO** Center for Research Services, Inc.
2000-2003	**Evaluator** Center for Evaluation and Research, LLC
1990-2000	**Coordinator, Program and Grant Development** Butte County Office of Education
1985-1990	**Project Director, Education Projects** Butte County Office of Education
1984-1985	**Executive Director** Families Services Assn., Butte and Glenn Counties

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Leadership and Management Experience

Vision and innovation to support the needs of diverse agencies resulting in:

- High quality evaluation services to support continuous program improvement

- Participatory evaluation design, focus groups, key informant interviews, and implementation processes to create meaningful evaluation results

Established realistic goals, strategic planning, and evaluation resulting in:

- Documentation of changes in knowledge and behavior among teachers and students relating to academic achievement and health, safety, and prevention.
- Annual and final project performance reporting for submission to state and federal agencies
- Baseline assessment, measurement design, and statistical analysis for numerous projects

Leadership in professional development presentations including:

- *Evaluation for Results* -- workshops at national conferences
- *Developing Meeting Facilitation Skills* – workshops at statewide meetings
- *Proposals and Partnerships* – grant writing and evaluation design workshops for local agencies and for participants in statewide meetings

Cooperative and energetic leadership style resulting in:

- Partnerships and collaboration with grant and evaluation stakeholders including administrators, teachers, parents, and students.
- Participation as a member of numerous grant implementation teams

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Educational Background

BA, Psychology	California State University, Chico
MA, Social Science	California State University, Chico (coursework complete)

Kimberly A. Nelms

(b)(6)

Education:

- California State University, Chico
- Master of Arts in Education, Emphasis in Curriculum and Instruction, May 2004
- Bachelor of Arts in Child Development, May 2002
- Minor in Psychology, May 2002

Professional Experience:

Project Specialist III: Butte County Office of Education: Child Development Programs and Services: 1870 Bird Street Oroville Ca. 95965 8/05-Present

- Provide Second Step training to children at BCOE sites
- Train staff and parents in Second Step curriculum
- Provide parent meetings and conferences to provide input on discipline and guidance strategies, professional development, curriculum implementation etc
- Provide direct training and support for multiple professional development projects funded through the federal government and CA foundations including CAL-NET, CARES, and the AB212 program
- Train and work with Advisors through the CARES program, including, creating individual professional development plans, program development and outreach, implementation and evaluation
- Provide technical assistance to preschool staff and site regarding ECERS-R
- Collect, compile and analyze data, and complete required reports
- Develop and support inter program and inter agency collaboration and partnership

Literacy Coach: Butte County Office of Education: Child Development Programs and Services:1870 Bird Street Oroville Ca 95965 8/04-8/05

- Early Learning Opportunities Act: Early LEARN Literacy Grant implementation in Butte County
- Provided literacy activities to 6 preschool classrooms throughout the county and for migrant populations
- Supported Butte College literacy coursework implementation and conducted follow up site staff coaching
- Provided parent education, staff professional development and community presentations about literacy and school readiness
- Implemented 3 kinder-camps serving 150+ children and associated parent education
- Implemented the Raising a Reader program at 6 preschools supporting approximately 300 families
- Provided technical assistance for site staff with the ECERS environment rating scale

Adjunct Faculty: Butte-Glenn Community College, Oroville, Ca. 12/04-Present

- Develop coursework,syllabus and outline for courses including Music for Children, Child Development, and Creative Art Development
- Implement three hours of lecture per week
- Grade lesson plans, homework, and other assignments throughout the semester. Develop and implement the midterm and final examination
- Create hands-on and group activities to correlate with the lecture material. Evaluate students on in class assignments,presentations, tests, portfolios and participation
- Research and develop new material to coordinates with class information
- Participate in professional development opportunities

Adjunct Faculty: Shasta Community College, Redding CA. 8/04-12/04 and 6/05-7/05

- Develop coursework,syllabus and outline for early childhood physical development course
- Implement three hours of lecture per week.
- Grade lesson plans, homework, and other assignments throughout the semester. Develop and implement the midterm and final examination.
- Create hands-on and group activities to correlate with the lecture material. Evaluate students on in class assignments,presentations, tests, portfolios and participation.
- Research and develop new material that coordinates with the information presented in class.
- Participate in professional development opportunities that expand knowledge

Lead Teacher /Intern: Chico State Child Development Laboratory, Chico, CA. 8/01-5/04

- Develop and implemented curriculum
- Provide supervision of staff and children
- Provide training for incoming student staff
- Advise students on curriculum and lesson plans
- Coordinate daily activities and plans, and delegate responsibilities to student staff
- Evaluation and observations of children and students
- Home visits, assessments, portfolios and anecdotal note taking
- Participate in weekly staff meetings, trainings, and professional development opportunities
- Laboratory NAEYC accreditation facilitation

Teacher: Chico State Associated Student's Children's Center, Chico, CA, 8/99-5/01

- Developed curriculum for toddlers
- Supervised staff and volunteers in set up and clean up of environment
- Participated in daily routines of the toddler room
- Used anecdotal note taking in providing observations of children
- Participated in weekly staff meetings and professional development

Camp Counselor: Boys and Girls Club of Chico, Chico, CA, 6/00-8/00

- Developed and implemented curriculum for campers
- Mainstreamed two autistic children into daily camp life

- Supervision of volunteers and children ages 5-12
- Coordinated activities and safety
- Problem-Solved with campers and staff
- Provided transportation of campers to many sites including field trips
- Oversaw front desk and attendance responsibilities
- Attended and participated in daily staff meetings

Professional Presentations:

- START Leadership and Management Training: February 2008
- School Readiness Kinder-Camps Local Childcare Planning Council, September 2005
- Classroom and Behavior Management, Butte County Office of Education, August 2005
- 40 Developmental Assets, Youth Summit, CSUC, 2004
- CAEYC, February 2004. Spicing Up Your Sensory Table
- CAEYC, March 2003. Actively Engaging Children In Their Own Curriculum With Hands On Learning Centers

Affiliations and Permits:

- NAEYC Member 10/2001-Present
- Child Development Director's Permit 4/2004

LITERACY MENTOR
FAMILY LITERACY SPECIALIST
Program Specialist III
Child Development Programs & Services

DEFINITION:

Under the supervision of the Administrator, Child Development Programs and Services and the direction of assigned program management, the Program Specialist III is responsible for participating in the planning, development, coordination, and provision of services to meet the diverse needs of Butte County children and families. The Program Specialist III will be responsible for encouraging and supporting early learning, school-age after school learning, and the optimal development of the whole child, related to the position assignment and expertise. The Program Specialist III may be responsible for providing direct service, coordinating and independently monitoring projects or program components to meet the scope of work, including meeting facilitation, scope oversight, providing training and coaching, and implementing program quality enhancement activities. Areas of service may include early care and education, early literacy and language development, school readiness and transition, social and emotional skills development, health education, parent and family support, and community partnership.

EXAMPLES OF DUTIES: [May include, but not limited to the following]

1. *Direct Services:* Develop strategies, implementation of assigned scope of work, independent evaluation of success of assigned tasks, and identification of improved practices and strategies, as identified in job assignments and expertise. Examples of direct service duties include specialized instruction for students; curriculum development and implementation support for early care educators and preschool sites; coordination of project and community activities; case management and home visitation for families; follow up instruction, coaching and mentoring in classrooms, family child care homes, and/or after school sites; and intensive behavior support and intervention with children and families. Responsible to research products and services necessary to complete work assignments, and make recommendations to the Program Manager.
2. *Training and Coaching*: Provide education and training for early care and education providers, parents, after school program staff, Project Specialists, interns, volunteers, the community, and/or enhancing children's school readiness and school success, including possible training in parent education, early literacy support, curriculum development, social skills development, and health demonstrations, as applicable to job assignment and expertise; responsibilities include independently researching and developing training curriculum.
3. *Collaboration:* Work effectively in partnerships and teams that identify a mutual goal in providing quality programs and services for children and families in the community by meeting project objectives, completing assigned tasks, and identifying opportunities for improved services and working relationships. Responsible to promote and support communication, relationships, resources and system's improvement among parents, providers, service providers/agencies, schools, communities, and other stakeholders. Responsible for facilitating planning, team, collaborative, and council meetings as identified in scope of work or assignments.

4. *Community Involvement:* Development of events and materials that partners CDPS services with local communities, and provides information and personal connections supporting goals of the assigned projects. The Project Specialist II may participate in and/or lead local or state councils, committees, collaboratives, and community groups.
5. *Grant Writing and Program Design*: May participate in program design and grant writing team applications or be coached to develop basic grant applications.
6. *Report Writing, Communication and Technology:* Present and represent programs' services, relationships, records, and reports. Participate in training and master technological skills necessary to complete job tasks.
7. *Professional Development*: Attend to personal and professional growth and goals.

QUALIFICATIONS:

Knowledge of:

1. Principles and practices in at least two of the following areas: 1) early care and education, 2) child development, 3) early literacy, 4) preschool curriculum development 5) health, nutrition and recreation, 6) social and emotional development, 7) parenting, 8) case management, and/or 9) professional development and training for early care educators.
2. Principles and practices of collaboration, coaching, mentoring, training, professional development, data collection and analysis.
3. Multi-lingual, cultural and special needs of Butte County children and families.
4. Proficiency in use of telecommunications and computer applications related to position.

Ability to:

1. Work and communicate effectively with early care and education providers, elementary schools, parents, and public community agencies and groups in support of children's and families' readiness for and success in school.
2. Plan for, coordinate, facilitate and implement group interactions, meetings and training for program advisories, program staff, educators, parents, and service partners as related to position.
3. Effective curriculum development and implementation related to position
4. Implement effective case management and home visitation strategies related to position.
5. Effective oral and written communication (multi-lingual preferred).

EXPERIENCE AND TRAINING:

1. Bachelor's degree required (emphasis in early childhood education/child development, education, health, psychology, social work,). Additional training/professional growth in reading, language development, early literacy, child development, early care and education, health/social children/family services, or elementary school education.
2. At least three years of successful work experience in programs or services related to child development/early childhood education programs, elementary schools, or social/health programs serving children and families.
3. Demonstrated experience in conducting training, outreach, and or case management in a variety of program types and populations.

PR/Award # S359B080047

Appendix F: California Department of Education (CDE) - School Fiscal Services Division
2008-09 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs)-- Five Year Listing
Rates approved based on standardized account code structure expenditure data.
Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.
* Revised April 8, 2008

** C = County
D = District
CA= Common Administrati
J = Joint Powers Agency

County Code	LEA Code	Type**	LEA Name	APPROVED RATES For use with state and federal programs, as allowable, in: 2004-05 2002-03 expenditure	2005-06 2003-04 expenditure	2006-07 2004-05 expenditure	2007-08 2005-06 expenditure	2008-09 2006-07 expenditure
01	75093	D	Dublin Unified	6.67%	4.39%	3.68%	5.81%	7.37%
01	75101	D	Pleasanton Unified	6.88%	6.15%	6.27%	5.98%	8.65%
01	75119	D	Sunol Glen Unified	6.40%	9.31%	9.53%	10.41%	8.32%
02	10025	C	Alpine County Superintendent	3.12%	4.90%	4.57%	9.47%	6.04%
02	61333	D	Alpine County Unified	3.56%	5.42%	9.76%	7.00%	5.19%
03	10033	C	Amador County Superintendent	3.41%	5.44%	6.06%	3.86%	8.71%
03	73981	D	Amador County Unified	8.65%	7.13%	5.60%	5.33%	4.72%
04	10041	C	Butte County Superintendent	6.06%	7.61%	7.61%	7.82%	6.94%
04	61382	D	Bangor Union Elementary	2.93%	2.36%	3.53%	5.47%	3.02%
04	61408	D	Biggs Unified	10.13%	8.82%	8.68%	7.67%	9.72%
04	61424	D	Chico Unified	3.43%	4.45%	4.97%	4.29%	4.20%
04	61432	D	Durham Unified	3.68%	4.42%	3.80%	4.00%	4.42%
04	61440	D	Feather Falls Union Elementary	2.30%	3.32%	9.34%	5.80%	3.24%
04	61457	D	Golden Feather Union Elementary	13.11%	9.62%	8.57%	8.42%	6.59%
04	61499	D	Manzanita Elementary	7.70%	3.28%	3.21%	5.45%	8.38%
04	61507	D	Oroville City Elementary	6.41%	5.35%	4.49%	5.09%	6.20%
04	61515	D	Oroville Union High	2.34%	2.22%	3.18%	2.85%	3.16%

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **5643-Mandatory_ERF_Budget_Narrative.doc**

BUDGET NARRATIVE:

1. The applicant justifies how the money requested for each budget item will be spent.

Butte County Office of Education's SPARKLE Project will generate significant literacy and language development outcomes for the proposed high need children and families served in a cost effective manner.

2. The applicant's budget narrative provides (a) itemized budget breakdown and narrative for each project year; (b) the basis for estimating the costs of project expenses for each budget line item entire 36 month ERF project period.

Line Item	Year 1	Year 2	Year 3	Total
1. Personnel				
Project Director – Heather Senske *(.25 FTE position for 36 months, with 5% annual increase, annual salary is $85,750)* Provides essential services including overall management including professional development, assessment, hiring, supervision, contracts, finances, and reporting.	21,438	22,509	23,635	67,582
Program Manager – Anna Bauer *(1 FTE position for 36 months with 5% annual increase, annual salary is $40,000)* Provides and coordinates essential services incl. prof. development, *LLEP*s, coaching oversight / services, assessment & environment support.	40,000	42,000	44,100	126,100
Literacy Mentors (4) – Kim Nelms *(4, 1 FTE positions for 36 months with 5% annual increase, annual salary is $36,500)* Provide essential services supporting professional development including coaching, assessment, environ. support, instruction.	146,000	153,300	160,965	460,265
Family Literacy Specialists (2) *(2, 1 FTE positions for 36 months with 5% annual increase, annual salary is $34,000)* Provide essential services including literacy services and parent ed. to parents and families.	68,000	71,400	74,970	214,370
Direct Service Coordinators – Diana Drobny, Diana Becerra *(2, .2 FTE positions for 36 months with annual salary of $39,000)* Provide support essential to transition services, curriculum integration, environmental improvements, support to Lit. Mentors.	15,600	16,380	17,199	49,179
Administrative Specialist –Clerical *(1 FTE position for 36 months with 5% annual increase, annual salary*	37,250	39,113	41,068	117,431

of $37,250) Provides essential clerical support for all functions.				
Program Analyst – Sherisse Allen *(.5 FTE position for 36 months, annual salary $74,000)* Provide support essential to implementing electronic system accessibility, linkages, database readiness & analysis.	37,000	38,850	40,793	116,643
Bi-Lingual Assoc. Teacher Support *(2, 1 FTE position for 36 months with 5% annual increase, full annual salary $17,000)* Provide direct instruction and support essential for EL children.	34,000	35,700	37,485	107,185
Extended Day Teaching Staff (*3 staff x$38/hrx195 days)* Provide essential instructional services in extended day sites.	22,230	23,341	24,509	70,080
Kinder Camp and Extended Year Teaching Staff *(20 days at 2 sites with a $285 total daily rate)* Provide essential instructional services in Kinder Camp and extended year sites.	11,400	11,970	12,569	35,939
Subtotal – Personnel	432,918	454,563	477,293	1,364,774

2. Fringe Benefits

Fringe benefits rate vary for all positions based on salary level including: Social Security 6.2%, MediCare 1.45%, Unemployment .45%, Workers Comp 3.28%, State Disability Insurance 1.1%, Retirement 9.3%, Medical Insurance @ $11,052				
Project Administrator *(.40 x 21,438)*	8,575	9,004	9,454	27,033
Program Manager *(.5 x $40,000)*	20,000	21,000	22,050	63,050
Literacy Mentors (4) *(.5 x $146,000)*	73,000	76,650	80,483	230,133
Family Literacy Specialists (2) *(.5 x $68,000)*	34,000	35,700	37,485	107,185
Direct Service Coordinators *(.5 of $15,600)*	7,800	8,190	8,600	24,590
Administrative Specialist *(.6 of $37,250)*	22,350	23,468	24,641	70,459
Program Data Analyst *(.25 x $37,000)*	9,250	9,713	10,198	29,161
Bi-Lingual Assoc. Teacher Support *(.5 x $34,000)*	17,000	17,850	18,743	53,593
Extended Day Teaching Staff *(.3 of 22,230)*	6,669	7,002	7,353	21,024
Kinder Camp and Extended Year Teaching Staff *(.3 x $11,400)*	3,420	3,591	3,771	10,782
Subtotal – Benefits	202,064	212,168	222,778	637,010

3. Travel

National ERF Meeting in Washington D.C. with Project Director and 2 staff from each of 4 sites for a total of 9 staff *(9 x $800 air fare, $100 ground travel, 9 x $300 hotel and meal costs for 3 days, $0.505/mile local airport travel)*	22,500	22,500	22,500	67,500
Local travel throughout Butte County to Early Reading First Preschools, elementary schools, and homes for services, training, events, coaching, family events. *(10,000 miles @ $0.505/mile)*	5,050	5,303	5,568	15,921
Subtotal – Travel	27,550	27,803	28,068	83,421

4. Equipment

Site computer for assessment *(4 desktop computers for teaching staff @ $2,000 per computer)*	8,000	0	0	8,000
Computers for project staff *(8 @ $2,000 per computer)* Computers for staff use.	16,000	0	0	16,000
Wireless Professional Development Computer Lab *(Network portable system with 12 laptop computers for electronic and online coursework and prof. development 12 computers @ $2,000 each)*	24,000	0	0	24,000
Digital recorders for anecdotal note recording *(12 @ $500/recorder)* and assessment	6,000	0	0	6,000
Digital voice recording translation software *(Dragon NaturallySpeaking licenses 17 staff x $750)* to support staff conducting assessments.	12,750	0	0	12,750
Digital cameras for *(4 sites x $200 each)* To record services, events, & images of children for displays and environmental signage.	800	0	0	800
Classroom Materials & Equipment identified through environment assessment and action plan *(4 sites x $5,000 per site year 1, $1,000 for yrs 2 & 3)*	20,000	4,000	4,000	28,000
Cabinets to hold literacy materials and equipment to enhance activities *(4 sites x $500)*	2,000	0	0	2,000
Shelving purchase and installation to hold literacy books and materials *(4 sites x $500)*	2,000	0	0	2,000
Subtotal – Equipment	91,550	4,000	4,000	99,550

5. Supplies

Houghton Mifflin PreK Comprehensive Curriculum *(4 sets of curriculum, resource materials, teacher book, etc. @ $2,000/set)*	8,000	2,000	2,000	12,000
Houghton Mifflin Professional Development Module and training *(First year training and materials w/yr 2 & 3 follow-up prof. development)*	8,500	4,250	4,250	17,000
Professional Development texts & resources *(12 staff x $250 / person)*	3,000	3,000	3,000	9,000
Raising A Reader Materials and Book Bags/Books *($100/bag x200 children each year)*	20,000	10,000	10,000	40,000
Family Learning Writing Bag Resources *($100/bag with activity sheets, books, parent information x 200 children/families each year)*	20,000	10,000	10,000	40,000
Family Literacy Activity Materials to support the home learning environment *(various literacy support supplies @ $100/family x 200 families)*	20,000	20,000	20,000	60,000
Literacy Mentor resource materials *(materials to support site enhancement, assessment and professional development @ 4 sites x $2,500)*	10,000	10,000	10,000	30,000
Family Literacy Night / Event materials / incentives	8,000	8,000	8,000	24,000

(4 sites, 12 events in 36 months with literacy materials and incentives @ $650/event.)				
Center literacy and language enhancements *(books, materials consumable supplies, ELLCO identified elements @ 4 preschool sites x $3,000 / site)*	12,000	12,000	12,000	36,000
Center learning environment upgrades *(w/equip. materials, libraries, manipulatives, curriculum extension 4 sites x $2,000 / site)*	8,000	8,000	8,000	24,000
Office furniture for project staff: *(standard furniture such as desks, file cabinets and other equipment 8 staff x $500)*	4,000	0	0	4,000
Outreach activities and supplies *(brochures, ads., printing and literacy promotion events)*	5,000	5,000	5,000	15,000
Office Supplies *(standard consumable office supplies such as paper, ink, binders, etc.)*	5,000	5,000	5,000	15,000
Subtotal -- Supplies	131,500	97,250	97,250	326,000

6. Contractual

Program Evaluation Services *(approximately 8.5% of $3,387,999 – 80% of Evaluator and 20% of Data Manager)*	90,000	90,000	90,000	270,000
Subtotal – Contracts	90,000	90,000	90,000	270,000

8. Other

California Center for Reading Implementation Professional Development Content / Instruction *(providing essential professional development services 10 days / year x $500 daily rate)*	5,000	5,000	5,000	15,000
Center for Distributed Learning: SchoolGate portal aligned with prof. development module and content *(portal consultant and product @ 20,000 and 1, .5 FTE technology specialist $30,000. Year 2 & 3 half time participation levels)*	50,000	25,000	25,000	100,000
Butte Reading Implementation Center *(providing essential standards alignment and professional development coursework development 5 days / year x $500 daily rate)*	2,500	2,500	2,500	7,500
CA Reading First Technical Assistance Center – English Language Development *(providing essential content and consulting to support ELD strategy development and professional development for implementation 5 days / year x $500 daily rate))*	2,500	2,500	2,500	7,500
Center for Distributed Learning: SchoolGate with DRDP-R and PreK Standards database alignment and edusoft data transfer *(DRDP-R database consultant @ $10,000 and .25 FTE technology specialist @ $15,000 for ongoing development, revisions, enhancement and technical assistance)*	25,000	25,000	25,000	75,000

Summer Institute speakers, facility, supplies, materials and release time	5,000	5,000	5,000	15,000
Professional development coursework *(Release time, instruction & credits 12 staff x $1,500)*	18,000	18,000	18,000	54,000
Professional development coursework instruction *(consultant rate of $3,000 for preparation, materials and presentation to support HM content)*	3,000	3,000	3,000	9,000
Raising a Reader Training *(4 Mentors registration and materials x $2,500)*	10,000	0	0	10,000
Raising a Reader Support & T/A *(4 Mentors registration & ongoing T/A in years 2 and 3 @ $1,500)*	0	6,000	6,000	12,000
Center for Distributed Learning: SchoolGate with DRDP-R database revision and graphic reporting *(DRDP-R database consultant @ $10,000 and .25 FTE technology specialist @ $15,000 year 2 with .4FTE graphic specialist@ $25,000 added in year 3 @ for project finalization and refinement)*	0	25,000	50,000	75,000
Professional Development and assessment training and implementation modules: digital video content and online instructional format *(purchase of proprietary content and internal content development with .5 FTE specialist @ $30,000)*	30,000	30,000	30,000	90,000
Office Space: *(36 months of rent, utilities, maintenance & operations for 2000 square feet for all project staff and space for prof. development)*	25,000	27,500	30,000	82,500
Extended day/year classroom support *(Custodial, utilities, maintenance & operations at 4 preschool sites @ $200/month x 36 months)*	9,600	9,600	9,600	28,800
Postage *(2,439 x $0.41 for mailing newsletters, letters to parents, staff, and other stakeholders))*	1,000	1,000	1,000	3,000
Duplication *(35,000 x $0.07 for copies to support p. development, Family Literacy Nights, Parent Education, KinderCamp, & other activities)*	2,500	2,500	2,500	7,500
Phone *(36 months x $83/month to support phone installation and costs for new positions)*	1,000	1,000	1,000	3,000
Subtotal – Other	190,100	188,600	216,100	594,800
Subtotal – Direct Costs	1,165,682	1,074,384	1,135,489	3,375,555
Indirect Cost @ 6.94%	81,015	74,670	78,916	234,601
TOTAL	**1,246,697**	**1,149,054**	**1,214,405**	**3,610,156**