U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080036
Grants.gov Tracking#: GRANT00473244

Closing Date: JUN 10, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for

example, e1, e2, e3, etc.).

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

Application for Federal Assistance SF-424

Version 02

*** 1. Type of Submission:**

- ○ Preapplication
- ● Application
- ○ Changed/Corrected Application

*** 2. Type of Application:**

- ● New
- ○ Continuation
- ○ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

*** 3. Date Received:** 06/10/2008

4. Applicant Identifier: S359A080058

5a. Federal Entity Identifier: S359A080058

*** 5b. Federal Award Identifier:**

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** The School District of Edgefield County

*** b. Employer/Taxpayer Identification Number (EIN/TIN):** 576000346

*** c. Organizational DUNS:** 070368873

d. Address:

* Street1: 3 Par Drive
Street2:
* City: Edgefield
County: Edgefield
* State: SC: South Carolina
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 29824

e. Organizational Unit:

Department Name: Early Childhood Development
Division Name: Early Childhood Development

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

Prefix: Mrs.
* First Name: Lena
Middle Name: Rene
* Last Name: Baker
Suffix:

Title: Family Literacy Coordinator

Organizational Affiliation:
Edgefield County Schools

* Telephone Number: 803-275-4158
Fax Number: 803-275-4426

* Email: lbaker@edgefield.k12.sc.us

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):

Local Educational 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.):

Towns of Merriwether, Johnston, Trenton, Edgefield in Edgefield, SC

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

The PEACH Project will infuse SBRR and related instructional strategies into all public preschool programs in Edgefield County. See Project Abstract

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: SC-003
* b. Program/Project: SC-003

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

17. Proposed Project:

* a. Start Date: 09/01/2008
* b. End Date: 08/31/2011

18. Estimated Funding ($):

* a. Federal	3,958,791.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,958,791.00

*** 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: Mrs. * First Name: Lena

Middle Name: Rene

* Last Name: Baker

Suffix:

* Title: Family Literacy Coordinator

* Telephone Number: 803-275-4158 Fax Number: 803-275-4426

* Email: lbaker@edgefield.k12.sc.us

* Signature of Authorized Representative: Lena Baker * 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: The School District of Edgefield...	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	$ 722,035	$ 742,177	$ 767,061	$ 0	$ 0	$ 2,231,273
2. Fringe Benefits	$ 212,320	$ 216,448	$ 221,545	$ 0	$ 0	$ 650,313
3. Travel	$ 40,950	$ 40,950	$ 40,950	$ 0	$ 0	$ 122,850
4. Equipment	$ 12,000	$ 0	$ 0	$ 0	$ 0	$ 12,000
5. Supplies	$ 57,100	$ 19,500	$ 19,500	$ 0	$ 0	$ 96,100
6. Contractual	$ 260,250	$ 243,250	$ 243,250	$ 0	$ 0	$ 746,750
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 5,900	$ 5,900	$ 5,900	$ 0	$ 0	$ 17,700
9. Total Direct Costs (lines 1-8)	$ 1,310,555	$ 1,268,225	$ 1,298,206	$ 0	$ 0	$ 3,876,986
10. Indirect Costs*	$ 27,653	$ 26,760	$ 27,392	$ 0	$ 0	$ 81,805
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,338,208	$ 1,294,985	$ 1,325,598	$ 0	$ 0	$ 3,958,791

***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: 7/1/2007 To: 6/30/2008 (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:
[X] 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:
The School District of Edgefield...

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 Lena Baker	* TITLE Family Literacy Coordinator
* APPLICANT ORGANIZATION The School District of Edgefield County	* DATE SUBMITTED 06-10-2008

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

Tracking Number: GRANT00473244

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 ●b. grant __c. cooperative agreement __d. loan __e. loan guarantee __f. loan insurance	__a. bid/offer/application ●b. initial award __c. post-award	●a. initial filing __b. material change For Material Change Only: year quarter date of last report

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: The School District of Edgefield County * Address: 3 Par Drive Edgefield SC: South Carolina 29824 Congressional District, if known: SC-003	
6. * Federal Department/Agency: US Department of Education	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: $3,958,791.00
10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: Mrs. Lena Rene Baker * Address: 3 Par Drive Edgefield SC: South Carolina 29824	b. Individual Performing Services (including address if different from No. 10a): * Name: Mrs. Lena Rene Baker * Address: 3 Par Drive Edgefield SC: South Carolina 29824
11. Information requested through this form is authorized by title 31 U.S.C. sec-	* Signature: Lena Baker

tion 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.	* Name: Mrs. Lena Rene Baker Title: Family Literacy Coordinator Telephone No.: 803-275-4158 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
8369-ERF_Full_GEPA.doc	application/msword

In compliance with the General Education Provisions Act (GEPA, Section 427), the PEACH Project will ensure that all teachers, students, and other program beneficiaries have equitable access to and participation in the program regardless of race, gender, national origin, color, disability, or age.

In its hiring practices, the School District and its partners strictly adhere to nondiscrimination policies. Outreach efforts are made, through various recruitment sessions, to attract personnel from a diverse population. Hired staff members are ensured that accommodations to their special needs will be met in accordance with federal policy. As necessary, 504 plans will be completed to ensure individual personnel needs are met.

Similarly, all participants are guaranteed these provisions. Other than the identified target population of Early Reading First (ERF), there are no barriers to children's participation in services. In accordance with ERF emphasis, recruitment efforts will focus on securing the participation of low-income children, children with special needs, and/or children with limited English. Individual Education Plans will be developed on all children with identified special needs to ensure appropriate accommodations in least restrictive environments. While there are very few children with LEP currently enrolled in the county's preschool programs, this project will utilize bilingual staff at the District level to enable them to full participate in program services. Diversity will also be a major theme in the selection of classroom materials. Literature, props, music, etc. will include an assortment of multi-cultural and gender/age materials.

In terms of physical accommodations and training provisions, all Centers of Excellence and proposed professional development sessions will include appropriate seating, handicap accessible doorways, and restrooms, as well as other accommodations to meet the individual needs of the student or staff member.

In each COE, posters will be conspicuously placed identifying the contact person for more information or grievances.

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 The School District of Edgefield County
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mrs. * First Name: Lena Middle Name: Rene * Last Name: Baker Suffix: * Title: Family Literacy Coordinator
* SIGNATURE: Lena Baker * DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Mrs.

Bridget

Creel

Clark

*** Address:**
3 Par Drive

Edgefield
County

Edgefield

SC: South Carolina

29824

USA: UNITED STATES

*** Phone Number:**
803-275-1755

Fax Number:
83-275-4426

Email:
bclark@edgefield.k12.sc.us

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:

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Project Narrative

Abstract Narrative

Attachment 1:
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The School District of Edgefield County, in partnership with the GLEAMNS Head Start Program and Edgefield First Steps to School Readiness Program, has formed the PEACH (Partnership for Educational Achievement in Centers and Homes) Project to address the historical pattern of low educational achievement in this small, rural county where one in ten preschool children lives in abject poverty and one in four does not demonstrate readiness for first grade. Operating forty six weeks per year, the project will transform the county's four elementary schools and sole Head Start Program into preschool Centers of Excellence. The PEACH Project will ensure, due to its inclusion of all public providers, that *every* low-income, educationally disadvantaged three and four year old child has the opportunity to enter kindergarten with the cognitive and early literacy skills necessary to ensure reading success.

The PEACH Project will integrate an explicit, scientifically-based emerging literacy curriculum, *Building Language for Literacy*, into all centers to facilitate a two year continuum of intentional instruction in oral language, phonological awareness, print awareness, and alphabet knowledge. Instruction will be provided in thirteen classrooms rich in language and literature. All teachers will participate in rigorous and ongoing professional development in the continuum of reading that incorporates weekly embedded sessions to convert scientifically based reading research concepts to practice. The project will utilize criterion referenced and standardized instruments including the PALS PreK, PPVT-III, PEP, IGDI, ELLCO, and CLASS to measure progress and inform instruction and professional development at the student, classroom, and program levels. Community-based literacy teams, aligned to school attendance zones, will serve as vehicles for transitional planning and instructional continuity across providers. The PEACH Project, through its county-wide scope and research-based design, will ensure that every child has the necessary foundation to reach their full reading potential.

Project Narrative

Project Narrative

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QUALITY OF THE PROJECT DESIGN

Edgefield County, a community of 25,261 residents, is nestled in the Piedmont area of South Carolina and is renowned as the nation's "Peach Capital". Based on population distribution, the county has four distinguishable communities: Edgefield, Johnston, Trenton, and Merriwether. Visitors to these areas often cite the small town charm, fields of blossoming peach trees, and stately antebellum homes as major attractions. This picturesque facade, however, obscures the grim reality that many of Edgefield's 1,480 preschool children enter kindergarten without the cognitive and early literacy skills needed to ensure optimal reading success.

The **PEACH (Partnership for Educational Achievement in Centers and Homes) Project,** comprised of the Edgefield School District, GLEAMNS Head Start Program, and Edgefield First Steps to School Readiness Program, was formed to develop a county-wide plan focusing on systemic change in early childhood education, specifically targeting the area of reading readiness. To inform the project's design, the partners reviewed the community context in which the program will operate; examined scientifically based reading research (SBRR) and effective instructional practices; and analyzed existing preschool programs in terms of instructional access, quality, and capacity.

Edgefield faces many challenges that are endemic to rural areas. As illustrated by census and Kids Count data below, the county has an alarming rate of poverty, particularly among its children, that is linked to historical patterns of low educational attainment and achievement[1].

Percent of children <6 yrs. living at 50% of federal poverty rate	11.3%
Percent of children <6 yrs. living at 100% or less than federal poverty rate	21.9%
Percent of adults age 18-25 with less than a 9th grade education	11%
Percent of adults age 18-25 with 9th-12th grade education /but no diploma or GED	37.4%
Percent of adults age 25 and older without HS Diploma or its equivalent	38.6%
Dropout Rate (Enrolled in 8th grade but not enrolled in 12th grade four years later)	46.9%
Percent of Children Assessed "Not Consistently Ready for First Grade"	26.8%
Percent of Children Failing First Grade	6.4%

The **PEACH Project** also reviewed local enrollment information of children with limited English proficiency (LEP), disabilities, or other special needs due to their increased risk for reading difficulties. Edgefield has a small population of LEP families (3%) and this percentage has remained stable over the last decade. Local data indicates that a total of 28 children with LEP are currently enrolled in the county's elementary and Head Start programs, with only 3 enrolled at the preschool level. Children with disabilities and/or other special needs, however, constitute a significant percentage of preschool and elementary enrollments. Specifically, 293 of the 2,048 children enrolled at these levels have Individual Education Plans to ensure instructional equity, accommodations, and access to least restrictive environments.

Despite these alarming numbers, existing public preschool providers, with the exception of one community, have the collective physical capacity to provide access to every low-income, educationally disadvantaged three and four year old child in Edgefield County. The school district offers pre-K programs at each of its four elementary schools, all of which are Title I schools, and the GLEAMNS Human Resource Commission operates the county's sole Head Start Program. Each of the five locations: **Johnston Elementary, W.E. Parker Elementary, Douglas Elementary, Merriwether Elementary,** and the **Edgefield Head Start Learning Center**, are proposed Centers of Excellence (COEs). The school district operates six full-day preschool classrooms with the capacity to serve 140 four year old children. Enrollment access is prioritized for children whose families meet federal low-income guidelines, children with disabilities or special needs, children with LEP, and those who perform poorly on the Developmental Indicators for the Assessment of Learning (DIAL-3) administered at application. While three of the four schools have adequate access, Merriwether Elementary has historically maintained a waiting list of twenty or more at-risk children.

Similarly, the Head Start Center operates six classrooms with an annual enrollment of 115 children, ages three to five years. Its enrollment policy is also based on a weighted selection process that ensures children at greatest risk are afforded priority access. A minimum of 90% of available slots must be used to serve low-income children and a minimum of 10% of the total enrollment opportunities are made available to children with disabilities. Detailed information regarding all public preschool providers is provided in Appendix A to this proposal.

If not access, then what is responsible for Edgefield's abysmal early childhood outcomes? The needs assessment showed that the failure has not resulted from a particular school, but it is, in fact, the result of major systemic deficiencies impacting cognitive skills and reading readiness. The project noted four deficient areas in its present public preschool system: 1) the absence of a standardized language and literacy curriculum based on SBRR; 2) the absence of rigorous and ongoing professional development in the continuum of reading that incorporates embedded coaching to convert concepts to practice; 3) an insufficient number of classrooms that are rich in print and literature; and 4) the absence of a continuum of instruction and transitional planning between the Head Start and public pre-K and kindergarten programs.

Selection Criterion 1, Factor 1. The PEACH Project is committed to using SBRR to provide the instructional foundation for its project design and ongoing implementation. For this reason, it utilized the following No Child Left Behind criteria in examining the validity of research sources. Research must: 1) employ systematic, empirical methods that draw on observation or experiment; 2) involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions; 3) rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and 4) be accepted by a peer-reviewed journal or approved by a

panel of independent experts through a comparatively rigorous, objective, and scientific review.

An extensive body of research documents the achievement gap between children from families with low socioeconomic status and children from more advantaged homes. Families living in poverty have significantly less exposure to vocabulary and have fewer shared reading opportunities. In their groundbreaking study, Hart and Risley (1995) conducted a long-term examination of the language development of children, from the age of ten months to three years old, in forty-two families from varying economic levels[2]. Based on their recorded observations, children from welfare families heard 1,537 fewer words per hour than those from professional families and 635 fewer than those from working class families. Extrapolated to kindergarten age, this study suggests that children from a welfare family would have heard 32 million fewer words than those from a professional family. The study also documented that parents from professional families were more likely to use rich and varied language patterns, engage their children in dialogue, and use affirmatives to encourage their children.

Because children from low-income families often lack early language and literacy experiences, they enter school without the foundational skills needed to achieve reading success and continue to lag behind in performance. Juel (1988) reported that children who were poor readers in first grade had a probability of .88 of continuing to be poor readers in fourth grade[3]. This national trend is mirrored in Edgefield where, beginning in third grade and continuing throughout the remaining grades, children who are eligible for free and reduced lunch historically perform at significantly lower rates on standardized reading assessments. The PEACH Project is focusing its intervention on the preschool years as they provide the critical foundation upon which future reading skills are scaffolded.

Research by Pianta and McCoy (1997) indicated that "the number of months that children

spend in preschool has been found to be related to achievement test scores in second grade, behavior problems in third grade, and school retention in kindergarten through third grade.[4]" To bridge the achievement gap, their language and literacy learning must be accelerated[5]. Hence, the **PEACH Project** will offer 6.5 hours of instruction per day, five days a week, and through the ERF grant, extend existing center operations from 36 to 46 weeks per year. It also supports the addition of one four year old classroom at Merriwether Elementary to address the demonstrated needs of low-income children who lack access to quality preschool instruction in this underserved area of the county.

Children do not begin their acquisition of reading skills at entry into formal school; reading is instead a developmental continuum that begins in a child's early years. Typical intervention models recognize that "individual differences in emergent literacy are causally and powerfully connected to individual differences in reading achievement.[6]" Given this correlation, the project used the emerging literacy research to define what precursory skills and instructional supports yield the greatest outcomes.

Whitehurst and Lonigan (1998) proposed that emerging literacy skills consists of two interdependent sets of skills and processes: *outside-in* and *inside-out*[7]. *Outside-in skills*, such as oral language and interest in print, refer to a child's contextual understanding of the reading material, whereas, *inside-out skills* represent the child's knowledge of the rules that translate print to words such as letter knowledge, phonological awareness, and vocabulary. In a meta-analysis (1998), Scarborough examined the average correlations between kindergarten predictor variables and later reading success and concluded that oral language, letter identification, phonological awareness, and concepts of print are among the best indicators[8]. Additional research supporting this correlation is highlighted below:

Key Components of Early Literacy	Additional Supporting SBRR
Oral language (Development of expressive and receptive language, contextual use of speech and syntax, and oral comprehension)	•Research demonstrates positive correlations and longitudinal continuity between individual differences in oral language and later differences in reading (Bishop & Adams, 1990; Butler, Marsh, Sheppard, & Sheppard, 1985; Pikulski & Tobin; and Scarborough, 1989)[9]. •Oral language supports the development of phonological sensitivity. Studies have shown that children with smaller vocabularies are more limited in phonological sensitivity because their word memory is still global rather than segmented. (Fowler, 1991; Metsala & Walley, 1998)[11].
Print Awareness/ Interest (Conventions and purposes of print, motivation to read)	•Evidence suggests that early print interest is associated with later reading outcomes (Crain-Thoreson & Dale, 1992; Pain, Whitehurst & Angell, 1994; Thomas, 1984: Scarborough & Dobrich, 1994)[12]. •Children who are interested in reading are more likely to read, notice print in the environment, and ask questions about the meaning of print (Wasik, 2004) [13].
Phonological Awareness (Oral rhymes, letter sound correspondence, segmentation and blending, and onsets and rimes)	•Children who are better at detecting rhymes, syllables, and phonemes read more quickly and this correlation remains when factors such as IQ, memory, and social class are removed from the data (Bryant et al. 1990, MacLean, Bryant & Bradley, 1987; and Wagner & Torgesen, 1987)[14] .
Letter Knowledge (Alphabet recognition and discrimination)	•Letter knowledge is one of the best singular predictors of reading success (Adams, 1990; Stevenson & Newman, 1986)[15].

Given these findings, the PEACH Project has selected the *Building Language for Literacy (BLL)* Curriculum because it incorporates structured and intentional instruction in each of these emerging literacy skills in a context that engages children. Its authors include Catherine Snow, co-author of the book *Preventing Reading Difficulties in Young Children*, and Susan Neuman, Ed.D., one of the authors of the NAEYC / IRA Joint Position Statement. Its use at all five COEs will result in a county-wide, structured approach to emerging literacy instruction that spans a two year continuum for children age three to five years. Phase I (ages 3-4) of the *BLL* curriculum focuses on oral language development and incorporates strategies to promote alphabet recognition, concepts of print, consonants, short vowels, and digraphs. Phase 2 (ages 4-

5) focuses on advanced oral language development and experimental reading and writing and includes consonant blends, inflection endings, long vowels, variant vowels, and diphthongs. Both phases combine to offer a total of twelve theme-based units which are relevant to the daily lives and interests of young children. The BLL curriculum's efficacy has also been validated through independent, empirical evaluations, most notably those conducted in the Bessemer, Alabama and Los Angeles Unified School Districts[16]. (BLL scope and sequence is provided in Purpose 4)

The PEACH Project also examined research on classroom environments that engage children in rich, meaningful language and literacy experiences. Researchers, in a significant amount of studies, have manipulated materials in the environment to examine its effect on literacy and language use. Studies have concluded that the number of literacy behaviors used by children in a classroom where theme related literacy materials were present exceeded those demonstrated in the control group[17]. Furthermore, the insertion of literacy props related to a theme not only served to make "literacy more situated and interactive, but also induced a greater number of literacy demonstrations in a play context"[18]. These studies informed key project features designed to ensure all thirteen classroom environments continue to address the full range of children's development across all domains, while simultaneously enhancing the quality of the language and literacy environments (Details provided in Purposes 1 and 3).

While curriculum and physical environment are important, research has established that the "knowledge and skills of the teacher account for the largest difference in academic achievement than any other single factor"[19]. Children's literacy outcomes are significantly improved through exposure to teacher-student interactions that are characterized by a combination of emotional support, teacher sensitivity, and intentional instruction in literacy [20]. Teachers must possess a strong knowledge base in the continuum of reading and gain proficiency

in SBRR instructional strategies that intentionally link classroom activities to these core emerging literacy skills. As outlined in Purpose 4, the project is committed to the implementation of an ongoing, rigorous professional development system that provides a strong foundation in SBRR, curriculum fidelity, sound instructional strategies, and embedded coaching to convert research to daily practice.

The PEACH Project has also chosen to incorporate a strong parent involvement component because parents have a well-documented impact on their children's acquisition of emerging literacy skills. Based on large national samples, data sets sorted by a "home learning" variable can be used to predict preschooler's IQ and receptive vocabulary, as well as, elementary reading, math, and vocabulary skills[21]. Key "outside in" skills such as expressive and receptive language are strongly influenced by the home environment[22]. Shared reading in which parents intentionally engage children in labeling, describing, predicting, "wh" questions, and storytelling (e.g. dialogic reading) has shown a significant impact on vocabulary development[23]. The scope of parental influence on literacy extends beyond language input, it is also shaped by the parent's ability to maintain their child's attention and provide responsive emotional supports[24]. These findings prompted the PEACH Project to include a parent involvement component designed to actively engage all parents in their child's acquisition of language and literacy skills. In addition to monthly center-based meetings, parent educators will provide families of eighty children at greatest risk, as identified at entry assessments, individualized coaching in language and literacy strategies in the privacy and security of their home environment.

Selection Criterion 1, Factor 2 It is the mission of the PEACH Project to ensure that *every* low-income educationally at-risk three and four year old in Edgefield County enters school with the necessary cognitive, language, and literacy skills necessary to ensure optimal reading success

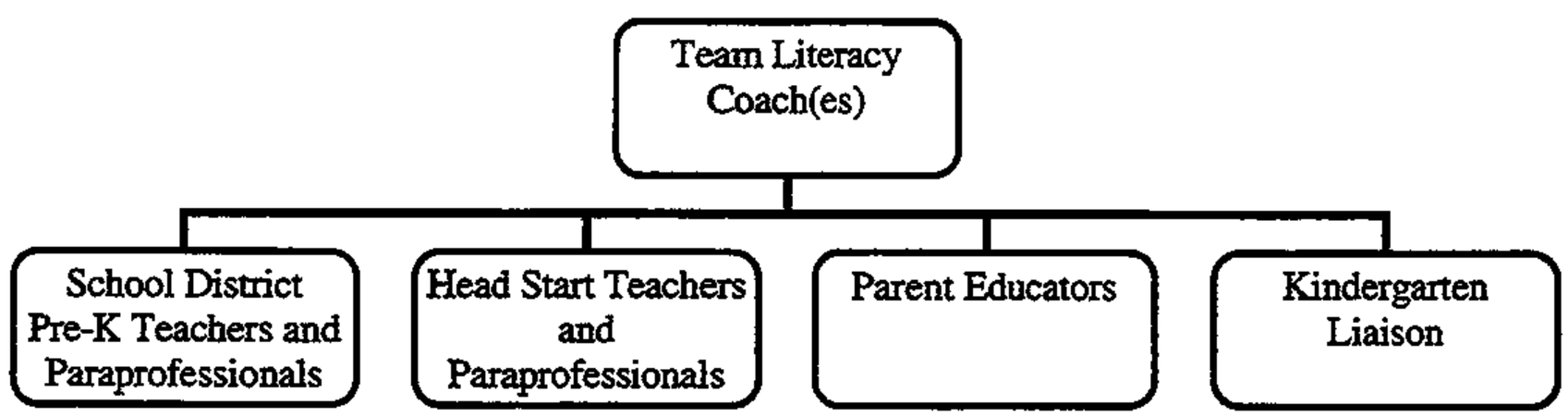
in Kindergarten and beyond. Its inclusion of all public preschool providers will enable the project to enroll 255 educationally at-risk, low-income preschool children into a two year continuum of structured and intentional language and literacy instruction. Using the needs assessment and the ERF statute, the project has identified five clearly defined and measurable purposes/goals to ensure children achieve their full reading potential.

Selection Criterion 1, Factor 2, Purpose 1. **The Peach Project will integrate SBRR instructional material and emerging literacy activities into all public preschool classrooms in Edgefield County.** Each of the five proposed COEs has both the physical capacity and instructional potential to fully realize ERF goals. The Head Start Center is accredited through the NAEYC and all elementary schools have Southern Association of Colleges and Schools (SACS) accreditation. Creative Curriculum or the High Scope approach is currently utilized in each classroom and all providers use the DIAL-3 as a standardized assessment. Prior to implementation and annually thereafter, the First Steps Executive Director, who has completed certification and reliability training at the Frank Porter Graham Institute, will assess each preschool classroom environment using the ECERS to ensure that it is adequately equipped and meets the health, safety, and developmental needs (across all domains) for enrolled children.

In terms of instructional capacity, the rural nature of this county poses serious challenges to securing highly qualified educators. Educational providers compete with metropolitan areas in neighboring states and counties that offer higher pay scales to potential recruits. Fortunately, the School District has worked diligently to ensure that each preschool classroom teacher has a minimum of a bachelor's degree in early or elementary education and SC teacher certification. The Head Start Center, while it actively recruits bachelor's level staff, has a minimum requirement of an associate's degree in early childhood or elementary education. Three of its

current teachers are, however, currently enrolled in bachelor's level coursework. Specific steps, as outlined in the forthcoming professional development plan, are designed to promote the completion of a four year undergraduate program in education for such personnel through a tuition incentive plan. On the positive side, most instructional staff originate from this community and have a vested interest, as indicated by low turnover rates, in the educational outcomes of its children. Additional detailed information on student population, performance, and instructional capacity for each proposed COE is provided in Appendix A.

The five COEs will not operate in isolation of one another. The project will establish literacy teams aligned to the county's school attendance zones of Edgefield, Merriwether, Johnston, and Trenton. The Head Start Program, the only provider serving multiple communities, will organize its individual class assignments geographically to facilitate the establishment of these community-based literacy teams. The chart below illustrates the composition of each team.



The incorporation of this literacy team model offers key administrative and instructional advantages that will improve child outcomes. Specifically, it: 1) fosters vital cross provider communication and planning; 2) supports curriculum fidelity and sound practices; 3) facilitates vertical transition planning from the age of three through elementary school; 3) creates a support network for instructional staff; 4) links all staff to parental involvement efforts; and 5) provides a strong foundation for ongoing embedded professional development.

Selection Criterion 1, Factor 2, Purpose 2 **The PEACH Project will support the development of oral language, phonological awareness, print awareness, and alphabet knowledge for all enrolled children through the use of instructional strategies that are explicit, systematic, and firmly rooted in SBRR in center and home-based services.**

Objective 2.1	By June 30, 2009 and annually thereafter, 95% of enrolled children will meet the federal benchmarks for gains in receptive language as demonstrated by a four point gain in their standard score on the Peabody Picture Vocabulary Test, Third Edition (PPVT-III).
Objective 2.2	By June 30, 2009 and annually thereafter, 95% of enrolled children will meet the benchmark for school readiness as demonstrated by a standard score of 85 or higher in receptive language on the PPVT- III.
Objective 2.3	By June 30, 2009 and annually thereafter, 95% of enrolled four year old children will meet the federal benchmarks for gains in print awareness, phonological awareness, and alphabet recognition as measured by the Phonological Awareness Literacy Screening (PALS Pre-K, full battery). This instrument provides recommended spring developmental ranges that will serve as benchmarks for meeting this objective.
Objective 2.4	By June 30, 2009 and annually thereafter, 100% of COE classrooms will improve the quality of teacher–student interactions in terms of emotional support, classroom organization, and instructional support as demonstrated by composite domain scores of 4 in year one, 5 in year two, and 6 in year three on the Classroom Assessment Scoring System (CLASS).
Objective 2.5	By June 30, 2009 and annually thereafter, 100% of the classrooms will show pre/post gains in instructional strategies as measured by the ELLCO.
Objective 2.6	By July 31, 2009 and annually thereafter, 80% of enrolled home visit families will demonstrate pre/post gains in parent-child interactive literacy and support of their child's learning in formal settings as measured by the Parent Education Profile (PEP), Scales II and III.

The *Building Language for Literacy (BLL)* Curriculum will provide the curriculum foundation for center and home-based instruction. The curriculum, which aligns to both the NAEYC/IRA Joint Position Statement and SC Good Start Grow Smart Standards, organizes its instructional framework around places that are relevant to children's experiences. Phase 1 includes units on Home, Store, Restaurant, Firehouse, Farm, Aquarium. Phase 2 offers units on the Supermarket, Construction Site, Airport, Museum, Garden, and Zoo. Curriculum materials

contain three components: teacher materials (i.e. a program overview, unit guides, assessment handbook, parent involvement handbook, music book, and CDs); classroom literature (i.e. PlaceBooks, trade books, board books, mini-books, rhyming books, alphabet books, and nonfiction); and character kits (puppets to reinforce early reading skills, plush toys, word cards, song charts, poem charts, and character punch outs).

Instructional units are organized into large group, small group, and individual activities that are designed to be incorporated throughout the daily schedule. Explicit planning charts guide teachers through daily language and literacy activities for song and poem time, story time, choice time, and transitions. The curriculum unit also identifies target alphabet and vocabulary for intentional instruction. Key language and literacy activities, such as shared reading activities and rhymes and chants, are presented multiple times to ensure children build a strong foundation in language development upon which future instruction can be scaffolded.

Key Emerging Literacy Skill	**BLL Scope and Sequence**
Phonological Awareness	Skills are introduced in the following sequence so that children begin with basic sound awareness and receive extensive practice with rhyme, oral blending and oral segmentation as well as an introduction to phonemic manipulation during the latter half of the program. The sequence: •Sound Awareness, Rhyme, Alliteration, Oral Blending, Oral Segmentation, and Oddity Tasks
Alphabet Recognition	Intentional activities are designed to help children recognize the letters of the alphabet along with their sounds. Specifically: •Children begin by learning how to write their names. •Explicit instruction for each letter is provided. •Letters are introduced and revisited at appropriate intervals, with key words being taught contextually through theme related units. •Letter activities to promote hands-on, child centered exploration and practice are included in centers during Choice Time.
Oral Language	The goal is to give children daily opportunities to use language expressively and purposefully in a variety of social situations. •Listening Comprehension: Teachers encourage children to listen with increasing attention and understand/follow directions as well as engage in dialogue with adults and peers. Children will listen to high-quality literature and language-rich songs and poetry.

	•Verbal Expression: BLL guides children in using language to communicate needs and interests and as the year progresses, begin creating longer sentences, tell simple personal narratives, ask questions and make comments, and retell stories in a sequence. •Vocabulary: Children will learn new vocabulary in each BLL unit. Instruction will utilize dialogic reading strategies to extend the understanding of both known and new words. Words are introduced verbally (through read alouds and teacher-student interactions), and through songs and picture word cards to help bring the words to life.
Concepts of Print	BLL activities demonstrate that print carries a message and, through this process, language skills are integrated--alphabet knowledge, phonological awareness and oral language. •BLL encourages children to explore ways to represent symbols and images through writing and drawing as well as to understand that writing carries a message. •"Blueprint for Literacy" gives teachers tips on how to demonstrate that print carries a message while reading a book, look at the environment and signs as well as through drawing.

The National Institute for Early Education, based on SBRR by Cairney (2002) and Makin (2003), concluded that "early success with literacy depends on the degree of congruence between home and school reading and writing activities"[24]. For this reason, parent educators utilizing BLL's *Parent Involvement Handbook*, will provide monthly home visits to families with children at greatest risk of reading difficulties. Each visit will focus on three items: a discussion of the current curriculum unit; coaching on strategies and activities parents can use to reinforce these concepts; and identification of avenues for parental involvement. Remaining families can also access this information through monthly center-based parent meetings at each COE.

Selection Criteria 2, Factor 2, Purpose 3 **The PEACH Project will improve cognitive and early reading skills by ensuring children have the opportunity to participate in high quality language and literature-rich environments in its centers and in their home environments.**

Objective 3.1	By June 30, 2009, 100% of classrooms will score 34 or higher on the ELLCO Literacy Environment Checklist in Year 1 and score 38 or higher in Years 2 and 3.

Objective 3.2	By June 30, 2009 and annually thereafter, 100% of COE classrooms will improve the quality of teacher–student interactions in terms of emotional support, classroom organization, and instructional support as demonstrated by composite domain scores of 4 in year one, 5 in year two, and 6 in year three on the CLASS.
Objective 3.3	By June 30, 2009 and annually thereafter, 95% of all children enrolled will have a parent attend two or more monthly center-based parent involvement meetings as measured by attendance records.
Objective 3.4	By June 30, 2009, and annually thereafter, 90% of enrolled families participating in the home visitation program, offered to sixty enrolled families whose children are at greatest risk (determined by entry assessments), will demonstrate gains in the language and literacy quality of the home environment as measured by the pre and post scores on the Child/Home Early Language and Literacy Observation (CHELLO).

The ELLCO Environmental Checklist will be used to ensure all COE classrooms create physical environments that are rich in language and literature materials. The external assessment team will complete this checklist that includes observations of the book area, book selection, book use, writing materials, and environmental print. Scores will then be used by the project director to determine necessary purchases to enhance existing quality. All COE classrooms will contain the following environmental supports for language and literacy instruction:

Book Area	All COE classrooms will have a designated area just for reading that includes soft materials such as pillows or soft furniture. Books will be organized in an organized and inviting manner.
Book Selection	In all COE classrooms, thirty or more books, through reading readiness libraries, will be accessible to children. Books will be of varying levels of difficulty and will include non-fiction materials. A minimum of ten books related to the current BLL unit will be accessible to children daily.
Book Use	Books will also be available for choice time in centers such as the dramatic play, science, and block areas to promote emerging literacy skills in a contextual way. Each classroom will also have a place for children to listen to books, as well as, record their own stories.
Writing Materials	The alphabet will be visible at eye level through posters, stencils, and shapes. Word cards with children's names and familiar words will be displayed in each classroom. Additional classroom materials will include a variety of writing materials (i.e. pens, pencils, markers, crayons, magnetic letters, stamps, whiteboards, etc.), varying paper selections (i.e. construction paper, tag board, lined and unlined paper, news print, tracing paper, menus, to do lists, memo pads, etc.), and templates (i.e. stencils).

Writing Around the Room	COE classrooms will include a variety of teacher and child dictation on the walls. Charts, calendars, and big books will also be available for group discussion and dictation. Children's independent and group related writing samples will be displayed. Alphabet and word puzzles as well as writing tools will be incorporated into centers. Instructional props that prompt children's engagement in writing activities will also be strategically placed in each classroom.

Parent educators will be responsible for specific measures to improve the language and literacy quality of the home environment using observations from the CHELLO. Specifically, they will coordinate efforts with local non-profit book drives, the local public library, and classroom reading readiness libraries to ensure that children at greatest risk have access to quality materials. The parent educators will also direct efforts to ensure assigned families have a variety of writing materials available for children. During monthly visits, parents will be coached on how to use all materials and curriculum aligned activities.

Selection Criterion 2, Factor 2, Purpose 4. **The PEACH Project will utilize a multi-tiered professional development system to enhance the cognitive and early reading development of enrolled children by improving the knowledge base and instructional skills of all public pre-K teachers in the county. This rigorous and ongoing professional development system will include: a firm foundation in SBRR; regular mentoring to convert SBRR to practice; an emphasis on intentional instruction; and specific measures to sustain local capacity.**

Objective 4.1	By 6/09 and ongoing thereafter, 100% of administrative and instructional staff will significantly increase their foundational knowledge of SBRR and instructional strategies as measured by professional development attendance records, pre/post CLASS and ELLCO scores, and improved child outcomes on the PALS Pre-K and PPVT III.
Objective 4.2	By 10/31/08, 100% of administrative, instructional staff, and the external assessment team will complete training in each of the assessment instruments utilized as ERF process and performance measures as documented by attendance records.
Objective 4.3	By 10/31/08, 100% of administrative and instructional staff will complete foundational training in the Building Language for Literacy Curriculum, Phases I and II as documented by attendance records.

Objective 4.4	By 1/09 and ongoing thereafter, 100% of all pre-K teachers and parent educators will incorporate the BLL curriculum and SBBR instructional strategies into practice as documented by independent evaluator observation/fidelity checklist, home visit records, parent meeting planning documents, administrative and literacy coaches' observations of classroom and home-based services, and pre and post ELLCO and CLASS scores.

The PEACH Project closely reviewed the definition of professional development outlined in section 9101(34) of the Elementary and Secondary Education Act and ensured that all fifteen activities prescribed in this statute were incorporated into its program. In the pre-implementation phase, the project will focus intensive professional development on SBRR, curriculum, and assessment to ensure implementation by January 1, 2009. Contracts will be secured with assessment publishers, the University of South Carolina, the SC Department of Education, and nationally recognized experts to provide training on topics noted below:

Pre-Implementation Series
Project Orientation to Review Grant and ERF Statute
Brain Research- The Preschool Years
Framework of Poverty Training
Scientifically Based Reading Research- Emerging Literacy
In-depth Training in the Building Language for Literacy Curriculum
SC Good Start Grow Smart Standards for Ages Three to Five.
SBRR Instructional Strategies that Support Emerging Literacy (using IRA Preschool Series)
Assessment Training in Progress and Performance Measures PPVT III, ELLCO, PALS Pre- K, CHELLO, CLASS, IGDIs, PEP
Proven Strategies for Parent Engagement
The Role of Assessment in Instruction
The Role of Evaluation and Continuous Improvement

Where available, administrators and/or literacy coaches will secure train the trainer certifications to build local capacity and cost effectively train any new personnel hired in subsequent years. Thereafter, all project administration and instructional staff will participate in the rigorous and ongoing multi-tiered professional development system outlined below:

Tier 1 County Level	•Ongoing annually- All personnel will participate in county-wide sessions on SBRR, curriculum, assessments, characteristics of the target population, and applicable standards (NAEYC, Head Start, SC Early Learning and K5 Standards). •Quarterly county-wide sessions to review SBRR and its applications and monitor progress toward objectives. Scholastic, Inc. will also continue to provide quarterly seminars that relate directly to curriculum content and goals. Content will be determined based on observations made by administrators, coaches, and the external evaluator. •In August of years 2 and 3, all project members and kindergarten teachers will participate in a two day transition meeting. During this meeting, literacy teams will share Reading Readiness Plans and the external evaluator will assist kindergarten teachers in interpreting this information for the purpose of informing future instruction. •Project leadership and key personnel will attend Early Reading First Conference on an annual basis.
Tier 2 Team Level	•Using the BLL Curriculum's *Blueprint for Literacy* PD model, literacy coaches will provide monthly sessions, which align with the units being taught. Meetings will include supporting research, activities, assessment, observations, teaching practices, and transference to the home environment for each BLL unit. Monthly meetings will also be used to identify potential or existing barriers and, with input from the external evaluator, develop plans to overcome them.
Tier 3 Classroom Level	•Literacy coaches will provide embedded professional development at least six hours weekly in each classroom. They will ensure curriculum fidelity and implementation of instructional strategies. Each embedded sessions will include demonstration, guided practice, independent practice, and a period for reflection. Target areas will be tailored to the individual classroom needs as determined by assessment scores, evaluator observations, and the coaches' ongoing observations.
Tier 4 Individual Level	•Tuition incentives will be made available to instructional staff who lack a bachelor's degree, such as Head Start teachers, to enable them to become highly qualified. Incentives can only be used to obtain elementary or early childhood degrees and teachers must maintain a minimum of a C average to receive reimbursement. In exchange for the scholarship, teacher must obligate to work in his or her present capacity for five years. •Teachers/administrators with Bachelor's Degrees will participate in PD provided by the University of South Carolina that will count as graduate credit toward a M.Ed. in Language and Literacy. This incentive will build long-term local capacity.

Selection, Criterion 2, Factor 2, Purpose 5. **The PEACH Project will utilize both criterion referenced and standardized measures to identify preschool children who may be at risk for reading failure and, subsequently, use these measures to inform instruction.** The PPVT-III is a direct child assessment used to measure receptive language that was standardized

nationally on a stratified sample of 2,725 persons ages 2.5 to over 90 years. In tests of reliability, the Spearman–Brown split-half reliability coefficient for Form IIIA was 0.91 and for Form IIIB .93 for three year olds[25]. While there is no predictive validity data available, the content and construct validity of the PPVT-III has been extensively researched. The PALS Pre-K will also be used to assess the emerging literacy skills that research has shown as predictors of future reading success. In its 2003-2004 pilot sample, the PALS Pre- K had a Cronbach's alpha range of .77-.93; a Guttman's split half range of .71-.94, and inter-rater reliability of .99 across all areas[26]. Used for research purposes in more than 200 preschool classrooms; the ELLCO's average inter-rater reliability was high (88% for the Literacy Environment Checklist, 90% for the Classroom Observation, and 81% for the Literacy Activities Rating Scale). Cronbach's alpha for all three subscales was high, ranging from .83 to .90. In terms of its validity, the divergent and convergent validity of the ELLCO was discussed in relation to concurrent validity. Results of the validity study were used to adapt the scoring procedure of the assessment[27].

Ongoing process measures will also be used on a monthly basis to increase child outcomes. Specifically, Individual Growth and Development Indicators (IGDIs) and informal assessments embedded in the BLL Curriculum will to develop individual and class profiles. Founded on growth referenced to valued outcomes, IGDI is a standards-based assessment system that allows teachers to describe each child's growth and development over a period of time and include a rate of development[30].

Professional development in assessment (See Purpose 4) will concentrate on the research foundation, administration, interpretation, and instructional applications of each instrument. Teachers and literacy coaches will utilize both mechanisms to identify children at-risk for

reading failure; inform differentiated instruction; and evaluate the effectiveness of the intervention (see Quality of Evaluation).

Selection Criterion 2, Factor 3. A major emphasis of the PEACH Project's design is its coordination with similar or related efforts. The project will incorporate key transitional measures to ensure a seamless continuum of reading instruction from infancy to elementary levels. A professional development seminar will be provided to family literacy and Kindergarten through second grade teachers to outline program goals, supporting research, and transitional planning objectives. Thereafter, the district's family literacy program will ensure that all "most at risk" toddlers are successfully transitioned to the Head Start COE. The family literacy teacher will provide the ERF team with a transitional plan on each child that includes vital information such as Ounce Scale observations, PPVT-III scores, and PEP outcomes.

Two additional mechanisms are included to transition children from the COE classroom to K-3 programs. First, a kindergarten liaison on each literacy team will provide an ongoing vehicle for exchanging information regarding standards and instructional strategies. Secondly, all kindergarten teachers within the district will participate in a two day transition meeting in August of each year to review reading readiness plans for each child entering their classrooms. Reading readiness plans will include all pre and post assessment scores on the PPVT III, PALS Pre-K, IGDIs, and PEP Scores. Each plan will also include a summary of health indicators, family strengths, and barriers to reading achievement. Day one will consist of plan reviews and day two will focus on how to use the plan to inform the scope and sequence of subsequent instruction both on an individual and classroom level. This is imperative given that improved early literacy outcomes will, no doubt, impact the kindergarten scope and sequence of instruction.

QUALITY OF PROJECT PERSONNEL

Selection Criterion 2, Factor 1 Integral to the success of any educational project is strong leadership and the inclusion of key persons that are highly qualified and committed to program objectives. The PEACH project director, Bridget Clark, has been selected through the consensus of project partners based her extensive administrative and instructional knowledge and experience in early childhood education, her ability to unify community resources to achieve common goals, and her commitment to using research-based practices to pilot effective programs (resume included in Appendix B). Mrs. Clark has a M.Ed. in Early Childhood Education and a M.Ed. plus thirty in Educational Administration. She possesses numerous SC certifications and has served in a leadership capacity as principal since 1990. During this time, she has been hailed by her peers as an educational trailblazer for her willingness to explore research-based practices. She has significantly improved school reading outcomes through her strategic use of ongoing process instruments, namely the DIBELS and MAPS assessment, to inform instruction and teacher training. Mrs. Clark's duties will include: oversight of program services to ensure the ERF statutory mandates and grant obligations are met; classroom oversight to ensure that curriculum fidelity is maintained; management of all fiscal activities to maintain compliance with ERF guidelines, OMB Circulars, and grant obligations; completion of all required local and federal programmatic and financial reports; direct continuous improvement effort with input from instructional team and external evaluator; establish consistent policy and procedures for county-wide operations; and annual evaluations of staff performance.

Selection Criterion 2, Factor 2 and 3 The scope of the PEACH Project requires additional key personnel whose education and experience complement its leadership. The table below

clearly identifies all key personnel, their qualifications, and the amount of time they will allocate to the project.

Key Positions	Identified Personnel (Respective duties are outlined in Budget Narrative for all ERF funded positions)	% Time
Executive Board Members:	•Early Childhood Coordinator: Dr. Myrtis Brightharp Ph.D. in Educational Leadership and Administration; thirty years experience in education •Head Start Director: Phyllis Lott M.Ed. in ; ten years in early childhood program administration •First Steps Executive Director: Candi Lalonde B.A. in English; 10 years experience in grant administration in early childhood and Workforce Investment Act initiatives	5 hours monthly
Parent Involvement Coordinator	Lena Baker- (Resume- Appendix B) •B. A. in History, Minor in English •Ten years grant administration experience in performance based initiatives (Even Start Family Literacy, Workforce Investment Act Programs, and local non-profit early childhood initiatives)	50% (20 hrs. per week)
Literacy Coaches	•Four positions to be filled by September 15, 2008 •Minimum qualifications: M.Ed. in Early Childhood or Elementary Education and three years instructional experience in early childhood setting	100%
Parent Educators	•Four positions to be filled by September 15, 2008 •Preferred qualifications: Bachelors Degree and experience in home-based instructional program. Minimum qualifications: Associates Degree personnel that are currently enrolled in four year program; possess Parent Educator Certification; and have extensive field experience in home-based preschool education.	100%
Pre-K Teachers	•See Appendix A for qualifications of individual teachers for each classroom	100%
Curriculum/ Professional Development Consultant	Scholastic, Inc- Manual Kappe, Contact Person •Established 87 years ago, Scholastic is the world's largest publisher and distributor of children's books and a leader in educational technology and children's media.	Contract Service
Professional Development Consultant	University of South Carolina-Extended Campus Program •Founded in 1801, this state university offers nationally accredited graduate, undergraduate, and continuing education programs in early childhood education.	Contract Service
Independent Evaluator	Robert Popp, PhD: Partnership for Family Education and Support •Ph. D. in Educational Psychology with supporting areas in instructional design and research ((Resume- Appendix B)	Eval. Plan

ADEQUACY OF RESOURCES

Selection Criterion 3, Factor 1 All stakeholders in the PEACH Project have participated in the needs assessment and planning process of this grant proposal. A community involvement initiative, Edgefield Vision 20/20, held town meetings to secure input from citizens regarding short and long-term community goals. Citizens expressed concerns about the dropout rate and its dire impact on future educational outcomes and economic development. They also wisely recognized that part of the long-term solution was a renewed focus on early childhood education and parent involvement. Stakeholders suggested that, given the limited resources of our rural community, educational providers enhance existing lines of communication and build stronger partnerships to improve local instructional capacity. This activism provided the impetus for the PEACH Project.

All stakeholders in the PEACH Project have a collective and individual stake in its success. Both the Head Start Program and the School District are required to meet stringent federal standards as outlined in the federal reauthorization of Head Start and NCLB. First Steps is a state funded school readiness initiative designed to fill the gaps in existing early childhood education at the local level. It must also demonstrate significant child outcomes to maintain support from the legislature and private sector. While each of these providers is striving to meet their individual accountability measures, none has sufficient resources to initiate the broad systemic change identified in the needs assessment.

In the planning process, the project provided COE administration and instructional staff with a detailed outline of ERF statutory requirements and proposed design features. The COE instructional teams welcomed key elements such as the extended summer schedule, the infusion of the BLL curriculum, transitional planning, and the incorporation of ongoing embedded

professional development. Several local teachers, through conversations with colleagues around the state, were familiar with the impact of ERF and Reading First initiatives and shared this positive feedback with their peers locally. Letters of Support are provided (Appendix D) to demonstrate the commitment of these stakeholders to the PEACH Project's goals and objectives.

Selection Criterion 3, Factor 2

Cost measures must be analyzed in terms of short and long term impact, as well as, individual and system outcomes. As outlined in the preceding narrative sections, the PEACH Project included key features in its design that will impact both. During the three year grant period, enrolled children at all five COEs will demonstrate significant, measurable gains in their emerging literacy skills. Highly trained teachers will utilize a county-wide, research-based curriculum to provide structured and intentional reading readiness instruction to 255 low-income, educationally at risk preschoolers annually. The setting for instruction will be carefully designed to engage and support the acquisition of precursory skills. On an ongoing basis (both internally and externally), the project will implement continuous improvement efforts designed to increase child outcomes. On a long-term basis, the project anticipates that students, due to this early and structured intervention, will continue to perform at higher rates on all process and performance instruments throughout their K-12 experience; avoid grade retention, behavioral problems, and special education placements; and, ultimately, graduate from high school.

Additionally, all project costs address the systemic barriers identified through the needs assessment process and incorporate measures to build future local capacity. Immediate short-term impact will be seen in the infusion of an explicit language and literacy curriculum into all preschool classrooms, across all providers in the county. Other benefits, such as the enhancement of classroom environments and the quality of teacher-student interactions, will be facilitated

through multi-level professional development for every member of its instructional and administrative staff. Where available, "train the trainer" certifications will be obtained for key personnel to maintain this professional development system beyond the life of the grant. The project has also included professional development incentives for all existing staff to strengthen, in an intensive manner, their expertise in language and literacy development. Costs associated with the grant will also be used to strengthen communication lines and vertical transition planning through the implementation of cross provider literacy teams.

The PEACH Project's commitment to quality and sustainability comes at a significant cost. Start up professional development and ongoing seminars in the BLL Curriculum will be obtained directly through its publisher, Scholastic, Inc. Training in all assessment instruments will be obtained directly from their respective publishers to guarantee accurate administration and interpretation of scores. To ensure objectivity and increase inter-rater reliability in the assessment process, the project will also incur an annual cost for the services of an external assessment team to complete all performance assessments on children and COE classrooms.

An outline of proposed expenditures for years 1-3 is included in the Budget Narrative section of this proposal. Each line item directly aligns with the project's stated goals and objectives and is based on existing salary schedules, contractual standards, and published rates.

QUALITY OF THE MANAGEMENT PLAN

The PEACH Project partners developed a high quality management plan to ensure the project achieves its stated goals. A detailed plan outlining project goals, objectives, measurable benchmarks, specific timelines, responsible personnel, supporting activities, and internal and external mechanisms for continuous improvement are clearly described in the management tables below:

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Selection Criteria 4, Factors 1 and 2

Project Goal #1: The PEACH Project will integrate SBRR instructional material and emerging literacy activities into existing classrooms at all public preschool classrooms in Edgefield County.	**Selection Criterion 1, Factor 2, Purpose 1**
Measurable Objectives, Benchmarks and Timelines:	
Objective 1.1 By October 15, 2008 and annually thereafter, 100% of the project's preschool classrooms will be assessed using the Early Childhood Environmental Rating Scale (ECERS) to ensure adequate capacity to support the infusion of SBRR into their existing classrooms. **Responsible Personnel:** The First Steps Executive Director and Peach Project Director	
Objective 1.2 By October 31, 2008, 100% of administrative and instructional staff will attend a three day program orientation session that will include the following: foundational training in SBRR, a review of ERF goals, and the implementation timeline, preparation of parents and children, and assessment schedules as documented by attendance records, agenda, handouts, and literacy team planning documents. In 2009 and 2010, this session will focus on continuous improvement and a review of child transition plans. **Responsible Personnel:** The Peach Project Executive Board, Project Director, Independent Evaluator, Parent Involvement Coordinator, Literacy Coaches, and Instructional Staff	
Objective 1.3 By November 15, 2008, 100% of administrative and instructional staff will complete curriculum training in the BLL Curriculum, Phases I and II as documented by attendance records. **Responsible Personnel:** Peach Project Director, Scholastic, Inc., Literacy teams	
Related Project Activities:	
•The project director will use baseline ECERS scores to identify any environmental areas requiring attention prior to implementation. •Day one of the three day orientation session will focus on comprehensive goals of the PEACH Project (to include training on mission statement and core messages), foundational training in SBRR, and an overview of grant obligations. Day two and three will focus on curriculum content and fidelity, implementation and assessment schedules, independent evaluation procedures, and preparation of parents and children. On day three, the individual literacy coaches and their respective team members will also develop a detailed implementation plan, within the parameters of the county-wide plan, for their geographical location. •The project director will secure curriculum training through Scholastic, Inc. to ensure curriculum fidelity. Literacy coaches will obtain train the trainer certification to build local capacity. The project will also contract with Scholastic, Inc. and the independent evaluator to complete fidelity checks on each of the thirteen classrooms. The Scholastic representative will complete a fidelity checklist annually on each classroom; the independent evaluator will complete a checklist on each classroom quarterly.	

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Project Goal #2: The PEACH Project will support the development of oral language, phonological awareness, print awareness, and alphabet knowledge for all enrolled children through the use of instructional strategies that are explicit, systematic, and firmly rooted in SBRR in center and home-based services.	**Selection Criterion 1, Factor 2, Purpose 2**
Measurable Objectives, Benchmarks and Timelines:	
Objective 2.1 By June 30, 2009 and annually thereafter, 95% of enrolled children will meet the federal benchmarks for gains in receptive language as demonstrated by a four point gain in their standard score on the Peabody Picture Vocabulary Test, Third Edition (PPVT-III). **Responsible Personnel:** Project Director, independent evaluator, external assessment team, and literacy teams **Objective 2.2** By June 30, 2009 and annually thereafter, 95% of enrolled children will meet the benchmark for school readiness as demonstrated by a standard score of 85 or higher in receptive language on the PPVT- III. **Responsible Personnel:** Project Director, independent evaluator, external assessment team, and literacy teams **Objective 2.3** By June 30, 2009 and annually thereafter, 95% of enrolled four year old children will meet the federal benchmarks for gains in print awareness, phonological awareness, and alphabet recognition as measured by the PALS Pre-K, full battery. This instrument provides recommended spring developmental ranges that will serve as benchmarks for meeting this objective. **Responsible Personnel:** Project Director, independent evaluator, external assessment team, and literacy teams **Objective 2.4** By June 30, 2009 and annually thereafter, 100% of COE classrooms will improve the quality of teacher-student interactions in terms of emotional support, classroom organization, and instructional support as demonstrated by composite domain scores of 4 in year one, 5 in year two, and 6 in year three on the CLASS. **Responsible Personnel:** Project Director, independent evaluator, external assessment team, and literacy teams **Objective 2.5** By June 30, 2009 and annually thereafter, 100% of instructional staff will demonstrate pre/post gainsin the use of systematic and explicit strategies based in SBRR as measured by the ELLCO. **Responsible Personnel:** Project Director, independent evaluator, external assessment team, and literacy teams **Objective 2.6** By July 31, 2009 and annually thereafter, 80% of enrolled families participating in the home visitation component will demonstrate pre/post gains in parent-child interactive literacy and support of their child's learning in formal settings as measured by the Parent Education Profile (PEP), Scales II and III. **Responsible Personnel:** Project Coordinator, Parent Involvement Coordinator, and Parent Educators	
Related Project Activities:	
•Under guidance of the independent evaluator, the external assessment team will complete pre PPVT III and PALS Pre-K assessments on all enrolled children by December 1, 2008. Individual, class, and team scores will be used to inform individual instruction, all levels of professional development, and both center and home-based parent involvement efforts. The external assessment team will complete post PPVT III and PALS Pre-K assessments on all enrolled children by June 30, 2009. This process	

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will be used to determine performance as well as to inform continuous improvement efforts and child transitional planning.

•Beginning January 1, 2009 and ongoing thereafter, the BLL curriculum will be fully implemented in all thirteen COE classrooms as documented by the BLL Fidelity Checklists. Teachers will utilize the curriculum's daily lesson plans to provide explicit, intentional instruction in oral language, print awareness, phonological awareness, and alphabet recognition. All classrooms will follow the same schedule of unit themes and recommended activities.

•Beginning January 1, 2009 and ongoing on monthly basis thereafter, instructional staff in all COE classrooms will utilize Individual Growth and Development Indicators (IGDIs) and informal BLL assessments to monitor ongoing progress of individual children.

•Beginning October 2008 and ongoing thereafter, parent educators will contact all parents on a monthly basis to establish rapport, inform them of upcoming curriculum content, and invite their participation in center-based monthly parent meetings. The BLL Parent Involvement Guide will be used to as the content material for parent meetings. Each meeting will be designed to inform parents of the upcoming BLL unit, its goals, and instructional strategies that they can incorporate in the home environment to reinforce curriculum objectives. Parent educators will also send home monthly newsletters to all parents that include this information.

•Beginning October 2008 and ongoing thereafter, parent educators will actively recruit families with children at greatest risk into the home visitation component of this program. As of January 1, 2009 and ongoing thereafter, each family will receive a minimum of one monthly home visit. Parent educators will coach parents on the use of SBRR instructional strategies in oral language, print awareness, phonological awareness, and alphabet recognition skills. The privacy of the home environment will provide a secure environment for parents to practice skills one on one with their child and ask questions. Follow-up activities, using the BLL Parent Involvement Handbook, will be demonstrated and parents will be encouraged to practice with their children on a daily basis.

•Parent educators will complete an initial assessment using PEP, Scales II and III on each family participating in the home visit component by February 28, 2009 and a follow-up PEP, Scales II and III assessment will be completed by July 31, 2009. This assessment, because it relies on ongoing observation records, will be completed by parent education and classroom instructional staff on each participating family. Thereafter, parent educators, as recommended by the publisher, will complete PEP Scales II and III at six month intervals on families enrolled in the home visit component and within ninety days of families entering program services.

•Beginning January 1, 2009 and on a monthly basis thereafter, the Project Director will conduct observations of each of the thirteen COE classrooms to ensure the effective use of instructional strategies and curriculum and participate in monthly web-based meetings with the project's independent evaluator. Similarly, the Parent Involvement Coordinator will accompany each parent educator on one home visit each month to ensure home visit objectives are effectively implemented. She will also review parent meeting planning worksheets, newsletters, attend monthly parent meetings, and participate in monthly web-based meetings with the independent evaluator. Administrative web-based meetings with the project's independent evaluator will focus on a review of formative assessment results and how to use these results to set program improvement goals. The evaluator will visit quarterly and do observations in the thirteen classrooms.

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Project Goal # 3: The PEACH Project will improve preschool children's cognitive, language, and early reading skills by ensuring opportunities for at-risk children to participate in high quality language and literature-rich environments that promote optimal reading development.	**Selection Criterion 1, Factor 2, Purpose 3**
Measurable Objectives, Benchmarks and Timelines:	
Objective 3.1 By June 30, 2009, 100% of classrooms will score 34 or higher on the ELLCO Literacy Environment Checklist in Year1 and score 38 or higher in Years 2 and 3. **Responsible Personnel:** Project Director, independent evaluator, external assessment team, and literacy teams **Objective 3.2** By June 30, 2009 and annually thereafter, 100% of COE classrooms will improve the quality of teacher–student interactions in terms of emotional support, classroom organization, and instructional support as demonstrated by composite domain scores of 4 in year one, 5 in year two, and 6 in year three on the CLASS. **Responsible Personnel:** Project Director, independent evaluator, external assessment team, and literacy teams **Objective 3.3** By June 30, 2009 and annually thereafter, 95% of all children enrolled will have a parent attend two or more monthly center-based parent involvement meetings as measured by attendance records. **Responsible Personnel:** Parent Involvement Coordinator and Parent Educators **Objective 3.4** By June 30, 2009, 2009 and annually thereafter, 90% of enrolled families participating in the home visitation program, offered to eighty enrolled families whose children are at greatest risk will demonstrate gains in the language and literacy quality of the home environment as measured by the pre and post scores on the CHELLO. **Responsible Personnel:** Parent Educators and Parent Involvement Coordinator	
Related Project Activities:	
•The external assessment team will complete baseline ELLCO and CLASS assessments on each COE classroom by October 31, 2008 and post ELLCO and CLASS assessments on each classroom by May 31, 2009. •ELLCO and CLASS scores, in conjunction with curriculum recommendations, will be used to develop target areas for embedded classroom, monthly team, and county-wide professional development sessions that promote high quality language and literature rich environments. •ELLCO scores will also be used to guide the purchase of additional language and literacy materials for each of the thirteen classrooms. The project director and literacy coaches will order curriculum and supplemental environmental materials by November 15, 2008 to ensure its arrival and incorporation into the classroom prior to full implementation on January 1, 2009. For example, each COE classroom will have Reading Readiness Libraries that include a variety of literature such as beveled books, charts, signs, calendars, magazines, examples of children's writing, and alphabet letters. Materials will be available for take home. •Beginning October 2008 and ongoing thereafter, parent educators and instructional staff will actively encourage parents to participate in monthly parent meetings. The BLL Parent Involvement Guide will be used to as the content material for these sessions designed to inform parents of the upcoming BLL unit, its goals, and items/strategies that they can incorporate in the home environment to reinforce their child's learning.	

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•Beginning October 2008 and ongoing thereafter, parent educators will actively recruit families with children at greatest risk into the home visitation component of this program. As of January 2009 and ongoing thereafter, each family will receive monthly home visits. Parent educators will work with parents to enrich the home environment with language and literacy materials. Access to reading materials will be improved by connecting families to the classroom's reading readiness libraries, the local public library, First Steps sponsored book programs, and through literacy kits purchased for families in greatest need.
•Parent educators will complete an initial assessment of the home environment using the CHELLO by February 28, 2009 and a follow-up CHELLO will be completed by June 30, 2009. Thereafter, pre and post observation checklists will be completed annually on each enrolled home visit family.
•Beginning September 2008 and on a monthly basis thereafter, the project director will conduct observations of each of the thirteen COE classrooms to ensure that high quality language and literacy rich environments are established and maintained throughout the program year. Similarly, the Parent Involvement Coordinator will accompany each parent educator on a home visit each month to ensure literacy and language materials are incorporated into the home environment.

Project Goal # 4: The PEACH Project will utilize a multi-tiered professional development system to enhance the cognitive and early reading development of enrolled children by improving the knowledge and instructional skills of all public preK teachers in Edgefield County. This rigorous and ongoing professional development system will include: a firm foundation in SBRR; mentoring to convert SBRR to practice; an emphasis on intentional instruction; and specific measures to sustain local capacity.	**Selection Criterion 1, Factor 2, Purpose 4**

Measurable Objectives, Benchmarks and Timelines:

Objective 4.1 By 6/09 and ongoing thereafter, 100% of administrative and instructional staff will significantly increase their foundational knowledge of SBRR and instructional strategies as measured by professional development attendance records, pre/post CLASS and ELLCO scores, and improved child outcomes on the PALS Pre-K and PPVT III.
Responsible Personnel: Project Director, Parent Involvement Coordinator, Literacy Coaches, and Instructional Staff

Objective 4.2 By 10/31/08, 100% of administrative, instructional staff, and the external assessment team will complete training in each of the assessment instruments utilized as ERF process and performance measures as documented by attendance records. Program administrators and literacy coaches will obtain train the trainer capacity to ensure the continued preparation of any new personnel in subsequent years.
Responsible Personnel: Project Director, Independent evaluator and external assessment team, Parent Involvement Coordinator, and Literacy teams

Objective 4.3 By 10/31/08, 100% of administrative and instructional staff will complete foundational training in the BLL Curriculum, Phases I and II as documented by attendance records. Program administrators and literacy coaches will obtain train the trainer capacity to ensure the continued preparation of any new personnel subsequent years.

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Responsible Personnel: Project Director, Parent Involvement Coordinator, and Literacy Coaches **Objective 4.4** By 1/09 and ongoing thereafter, 100% of all pre K teachers and parent educators will incorporate the BLL curriculum and SBBR instructional strategies and assessments into practice as documented by independent evaluator observation/fidelity checklist, home visit records, parent meeting planning documents, administrative and literacy coaches' observations of classroom and home-based services, and pre and post ELLCO and CLASS scores. **Responsible Personnel:** Project Director, Parent Involvement Coordinator, Literacy Coaches, Instructional Staff, and Independent Evaluator.
Related Project Activities:
•Prior to 10/31/08, the project director will secure nationally recognized experts to provide a "start up" professional development series to include, at a minimum: relevant brain research, current SBBR and instructional strategies, State academic standards, and the characteristics of educationally at-risk families. Literacy coaches and administrators will obtain train the trainer certification. •Prior to 11/15/2008, the project director will contract with Scholastic, Inc. to provide in-depth professional development in the BLL curriculum and substitutes will be arranged to enable all instructional and administrative staff to attend. •An external assessment team will complete baseline ELLCO and CLASS assessments on each COE classroom by 10/15/08. An end of year ELLCO and CLASS will be completed on all classrooms by June 30, 2009. Scores will be used to inform all levels of professional development. • By 10/31/08, the project director, in coordination with the independent evaluator, will secure professional development for all administrative, instructional, and external assessors in all standardized assessment and progress measures through the instruments' respective publishing companies. • The independent evaluator and literacy coaches will provide training on the use assessment to drive instruction. •Beginning in 10/08 and monthly thereafter, all literacy team members will participate in monthly team training designed to: introduce forthcoming BLL units, provide reviews and updates of SBRR, address any team or instructional challenges, and complete transitional planning. Training will be scheduled in late afternoon to avoid disruption of classroom instruction. •Beginning 12/08 and weekly thereafter, literacy coaches will provide a minimum of six hours per week of embedded professional development in each of their assigned classrooms to assist teachers in implementing curriculum and converting SBRR to practice. •Beginning in 10/08 and quarterly thereafter, 100% of administrative and instructional staff will attend county-wide professional development and planning sessions that will include: ongoing professional development in SBRR; a review of the calendar for upcoming quarter; progress summary to date from each literacy team; and a planning session for continuous improvement. •At each of these quarterly meetings, Scholastic, Inc. will provide continuing professional development in the form of an early literacy seminar tailored to the identified needs of the project. •In 1/09, 100% of interested administrative and instructional staff with current Bachelor's Degrees will be offered scholarships to obtain a MEd. in Language and Literacy through a partnership with the USC. Also, 100% of instructional staff with Associate's Degrees will be offered tuition reimbursements to obtain a Bachelor's Degree in Early Childhood/Elementary Education.

Selection Criteria 4, Factor 3 Another key element of the project's management plan is a clear accountability structure. Leadership for the project will be provided by the Project's Executive Board, composed of the Head Start Director, First Steps Executive Director, and District Early Childhood Coordinator. The responsibilities of the Executive Board will include hiring of qualified personnel; coordination of community and program resources; development of consistent county-wide policies that ensure curriculum fidelity; and continuous improvement efforts. The Board will actively recruit a pool of qualified candidates in June and July 2008 to ensure highly qualified personnel are in place by September 30, 2008. The Board, with the assistance of the project director and independent evaluator, will also refine the program's mission statement, develop a set of core messages, and assist in the drafting of a program policy manual. On a quarterly basis, progress reports from the independent evaluator will be included in board sessions. Other key management/oversight persons include the Project Director, the Parent Involvement Coordinator, Literacy Coaches, and the Independent Evaluator. (Respective duties are outlined in the Budget Narrative)

QUALITY OF THE PROJECT EVALUATION

Dr. Bob Popp will be the project evaluator. He is the former director of research for the National Center for Family Literacy and has extensive experience in the evaluation of early childhood and family literacy programs.

The evaluation plan addresses: 1) formative and summative evaluation of program implementation (curriculum, instruction, classroom literacy environments), 2) formative evaluation of child outcomes, 3) summative evaluation of child outcomes, and 4) a five tier evaluation of professional development (formative and summative). The evaluation plan measures progress toward project goals and objectives. It focuses on use of evaluation results for

program improvement at both formative and summative stages. This approach uses multiple measures for program goals and collects data from multiple sources over multiple points in time.

Methods for collecting evaluation information will include instruments described in the Assessment section (PPVT, PALS, IGDI, ELLCO, CLASS, and curriculum-based measures; see reliability and validity evidence in Assessment section); reflection logs (coach, teacher, evaluator), individual and focus group interviews during site visits, surveys and questionnaires, rating scales, goal attainment scaling (setting ELLCO improvement goals based on pre-ELLCO ratings; Jan in Year 1, Sep in Years 2&3), program documents (including class schedules, coaching schedules, sign-in sheets, home visit reports, meeting minutes, focus groups reports, consultant reports) and a web-based data reporting system for documenting activities and reporting assessment results. The web-based system will be accessed through a password protected page on the evaluator's web site (https://bobpopp.com). The evaluator will provide training on the reporting system at the initial project institute (Nov 08) and follow-up at the 2009 winter and spring retreats, and continue in Years 2 and 3. The Management Plan presented earlier shows links between data sources and project objectives, and timelines for data collection.

Instrument	Data Analysis	Use of Data
PPVT	Evaluator use publisher's scoring software. Using standard scores, identify children as high, moderate, and low risk for their age group.	•Evaluator will do workshop with staff on use of pre-results on PPVT and PALS to plan instructional grouping and to plan differentiated strategies for children according to pre results. •Monthly IGDI results (aim and trend lines) will be used to evaluate the effectiveness of instruction and to make any needed changes in instruction; identify PD needs for staff. •Teachers will use curriculum based measures to group children for differentiated instruction.
PALS-PreK	Compare children's scores to publisher's benchmarks; using scoring rubric, identify level of instructional need.	
IGDI	Compare scores to research based benchmark's for Picture Naming, Rhyming, and Alliteration.	
BLL CBM	Teachers will administer curriculum based measures and identify children who have mastered the unit's skills and those who have not.	

Instrument	Data Analysis	Use of Data
ELLCO CLASS	Pre: Identify gaps between performance and benchmarks (LEC 34 in Yr 1; 38 in Yr 2,3. Use Goal Attainment Scaling (GAS) to set yearly milestones for growth. Post: Report class, project improvement and rate of meeting benchmarks.	•Literacy Coaches will use GAS results to set short term goals for improvement in class literacy environment and to monitor growth. Monthly web meetings with evaluator to review progress and to identify additional PD needs.
BLL Fidelity Checklist	Will be used by the project coordinator, evaluator, and Scholastic staff to assess level of implementation of BLL.	•Coaches will use results to set improvement goals for classrooms, identify short term benchmarks, and to focus job embedded PD.

Methods for analyzing quantitative data include will descriptive and inferential statistics, and exploratory data analysis (Tukey,1977)[31]. Methods for analyzing qualitative data will include content analysis (Krippendorf, 1980)[32] using the constant-comparative method (Glaser and Strauss, 1967)[33]. Systematic procedures (Miles and Huberman, 1994)[34] will be used to focus and bound data collection, guide data reduction, and maintain validity and reliability in data analysis (coding guide, pattern coding, memoing, developing propositions, member checks, peer debriefing, negative case analysis, triangulation, audit trails (Lincoln and Guba, 1985)[35]. The goal of the data analysis is to reach valid and reliable conclusions (updated monthly) about progress toward program goals and objectives.

The evaluator will be actively involved in the ongoing program improvement process. He will provide explicit and intentional training for staff in the use of evaluation results (formative and summative) for instructional planning and program improvement. He will make quarterly site visits for the purpose of classroom observation and feedback sessions with teachers and coaches and conduct workshops on the use of evaluation data for instructional planning at the three yearly retreats scheduled for the project. In monthly web meetings with the project

director and coordinator, the evaluator will review formative assessment results and recommend next steps for program improvement. Progress toward action steps will be monitored monthly.

Components	Description
Documenting Implementation of the Model.	The project must fully implement the instructional model if the desired child outcomes are to be achieved. The evaluation will document the level of implementation through fidelity checklists developed by curriculum publishers, lesson plans, coaching reports, teacher and staff logs, ELLCO pre/post and ELLCO improvement goals, and CLASS results. Results and progress toward improvement goals will be reviewed in monthly web meetings with the evaluator.
Formative Evaluation of Child Assessment Results	Formative assessments and benchmarks were described in earlier sections. The evaluator's role here to analyze the formative assessment data, make recommendations and provide staff with the training and technical assistance on using formative results to improve instruction and class environments.
Summative Evaluation of Child Assessment Results	Summative assessments (PPVT, PALS) will be administered by independent consultants. The independent evaluator will score them using the publisher's scoring software, ensuring consistency and accuracy. The evaluation will report pre-assessment results at the beginning, and a summative report at year end that presents project progress in meeting its goals and objectives. The reports interpret the level of child performance and the magnitude of gains in relation to benchmarks (PPVT standardized norms, PALS publisher benchmarks). Following each report, the evaluator will provide guidance to staff in interpreting the results and using the results for program improvement.

The evaluation of professional development (PD) is based on Guskey's (2000) five tier evaluation model, which follows our overall approach to evaluation: using multiple measures over multiple intervals, collecting both qualitative and quantitative data, and using the data for purposes of continuous improvement[36]. The five levels are shown in the following table:

PD Eval Level	Instruments	Use of the Data
1: Usefulness of PD Sessions	Teacher (T) and coach (C) surveys (completed at end of each PD activity), T&C interviews (quarterly) and portfolios (reviewed monthly).	Assess whether PD activities addressed participants' perceived needs. Revise, adapt future PD activities as indicated by these findings.
2: Teachers' Acquisition of	Level 1 instruments plus: pre/post assess of T knowledge to be	Identify individual PD needs. Evaluator (E) trains Cs to set PD

New Knowledge and Skills.	developed by the evaluator and subject matter experts prior to program implementation.	goals with Ts based on this data, specify criteria for goal mastery, and submit monthly updates (web system)
3: Organi-zational Support and Change	Level 1 and 2 data reviewed monthly, plus: Questionnaires and interviews with staff and stakeholders at mid year and end of year.	Identify the level of school district support for ERF and any areas in need of improvement. Evaluator will make any needed recommendations in monthly web meetings.
4: Teachers' Application of New Knowledge and Skills.	Level 1-3 data, plus: 8 point rating scale (pre/post) of use of new knowledge & skills (Guskey, 2000), completed by Cs; ELLCO (pre/post); consultant site visit reports & fidelity checklists; admin. walk-throughs; E site visit observations and T interviews.	E and Cs will review pre-ratings on Guskey scale and set improvement goals for teachers with behaviorally defined milestones. ELLCO pre-ratings will also be used to set improvement goals in teachers individual PD plans. Evaluator will review progress monthly and make recommendations as needed in monthly web meetings.
5: Impact on Student Achievement	Formative and summative child assessments.	E presents results in monthly web meetings, and in trainings, and guides staff in planning PD improvements.

The evaluator and his subject matter experts will develop all specified surveys, interview protocols, portfolio frameworks, and PD assessments prior to project implementation. The evaluator will provide training on using evaluation results for improvement in curriculum planning, instruction, and literacy environments (trainings, monthly web meetings).

The annual project evaluation report brings formative and summative results together in its analysis of progress toward goals. Formative data provides context on how progress occurred, and summative data describes the magnitude of the progress, comparing it to benchmarks set for each goal. The annual report uses trend data year to year to examine performance over the course of the grant. At the end of the grant period, a cumulative report will document how the ERF model was implemented and the strategies that guided program improvement. The project will use this report to support replication of the model in other sites.

Quality of Project Design	*Selection Criterion 1, Factor 1*	3
	Selection Criterion 1, Factor 2	8-19
	Selection Criterion 1, Factor 3	19
Quality of Project Personnel	*Selection Criterion 2, Factor 1*	20
	Selection Criterion 2, Factor 2 and 3	20-21
Adequacy of Resources	*Selection Criterion 3, Factor 1*	22
	Selection Criterion 3, Factor 2	23-24
Quality of Management Plan	*Selection Criterion 4, Factor 1 and 2*	24-30
	Selection Criterion 4, Factor 3	31
Quality of Project Evaluation	*Selection Criterion 5, Factor 1*	31-35
	Selection Criterion 5, Factor 2	
Appendices		

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **8950-Mandatory_ERF_Full_Appl._COE_Summary-Appendix_A.doc**

Attachment 2:
Title: Pages: Uploaded File: **9038-ERF_Full_Appl_Endnotes.doc**

Attachment 3:
Title: Pages: Uploaded File: **9770-ERF_Full_Appl._Resumes_C.doc**

Attachment 4:
Title: Pages: Uploaded File: **7303-ERF_First_Steps_Letter_of_Support.doc**

Attachment 5:
Title: Pages: Uploaded File: **9814-ERF-_GLEAMNS_Letter_of_Support.doc**

Attachment 6:
Title: Pages: Uploaded File: **9867-ERF-USC_Letter_of_Support.pdf**

Attachment 7:
Title: Pages: Uploaded File: **6854-ERF_LEA-_Letter_of_Support.pdf**

Attachment 8:
Title: Pages: Uploaded File: **5937-indirect_cost.pdf**

Proposed Center of Excellence	**Johnston Elementary 514 Lee Street Johnston, SC 29832**
Selection Criterion 1, Factor 2- School Wide Data	
Total Enrollment (4 year old child development program through 5th grade)	396
Composition	White (119)
	African American (257)
	Hispanic (16), Other (4)
Number of Economically Disadvantaged Students	322
Free and Reduced Lunch Rate	81%
Number of Students Enrolled in Special Education Services	57 (41 Speech, 16 LD)
Number of Students w/Limited English Proficiency	6
% of Children NOT Consistently Meeting Readiness Standards for First Grade (2006-2007)	25%
% of Economically Disadvantaged Children NOT Measuring Proficient on the Palmetto Achievement Challenge Test in Grade 3 (2006-2007)	Math (98%), ELA (56%)
Number of Students Failing Grades 1-3 (2006-2007)	32
Selection Criterion 1, Factor 2- Data Specific to Four Year Old Enrollment	
Number of Existing Classrooms	2
Hours Per Day	6.5 hours, Full day
Current Enrollment	33
Teacher Student Ratio (Does not include paraprofessional)	1:18
Teacher Experience (Start Dates)	Class A- 8/2002 Class B- 8/1996
Composition	White (8)
	African American (24)
	Hispanic (1), Other (0)
Number of Economically Disadvantaged Students	27
Free and Reduced Lunch Rate	82%
Number of Students Enrolled in Special Education Services	4- Speech Related
Number of Students w/Limited English Proficiency	0
Number of At Risk Children on Waiting List	0
Current Assessments	DIAL 3
Selection Criterion 2, Factor 2, Purpose 1	
Number of Equipped Classrooms	2
Student Attendance Rate	96.5%
Teacher Attendance Rate	96%
Minimum Teacher Qualifications: BS Degree in Education, SC Teaching Certificate in Elementary or Early Childhood Education	
Total Number of ERF Teachers and Paraprofessionals	2 Teachers, 2 Paraprofessionals
Global Assessments, Accreditations, Recognitions Southern Association of Colleges and Schools (SACS)Accreditation	

Proposed Center of Excellence	**W.E. Parker Elementary 41 Crest Road Edgefield, SC 29824**
Selection Criterion 1, Factor 2- School Wide Data	
Total Enrollment (4 year old child development program through 5th grade)	490
Composition	White (215)
	African American (271)
	Hispanic (4)
Number of Economically Disadvantaged Students	326
Free and Reduced Lunch Rate	66.5%
Number of Students Enrolled in Special Education Services	73
Number of Students w/Limited English Proficiency	0
% of Children NOT Consistently Meeting Readiness Standards for First Grade (2006-2007)	20%
% of Economically Disadvantaged Children NOT Measuring Proficient on the Palmetto Achievement Challenge Test in Grade 3 (2006-2007)	Math (83%), ELA (49.1%)
Number of Students Failing Grades 1-3 (2006-2007)	8
Selection Criterion 1, Factor 2- Data Specific to Four Year Old Enrollment	
Number of Existing Classrooms	2
Hours Per Day	6.5 hours, Full Day
Current Enrollment	40
Teacher Student Ratio (Does not include paraprofessional)	1:20
Teacher Experience (Start Dates	Class A- 8/2000 Class B- 8/2007
Composition	White (15)
	African American (25)
	Hispanic (0), Other (0)
Number of Economically Disadvantaged Students	33
Free and Reduced Lunch Rate	82.5%
Number of Students Enrolled in Special Education Services	4
Number of Students w/Limited English Proficiency	0
Number of At Risk Children on Waiting List	0
Current Assessments	DIAL 3
Selection Criterion 2, Factor 2, Purpose 1	
Number of Equipped Classrooms	2
2006-2007 Student Attendance Rates	97.1%
2006-2007 Teacher Attendance Rate	95.4%
Minimum Teacher Qualifications: BS Degree in Education, SC Teaching Certificate in Elementary or Early Childhood Education	
Total Number of ERF Teachers and Paraprofessionals	2 Teachers, 2 Paraprofessionals
Global Assessments, Accreditations, Recognitions SACS Accreditation, Project Read Pilot Program	

Proposed Center of Excellence	**Douglas Elementary 215 S. E. Diggs Road Trenton, SC 29847**
Selection Criterion 1, Factor 2- School Wide Data	
Total Enrollment (4 year old child development program through 5th grade)	290
Composition	White (75)
	African American (179)
	Hispanic (27), Other (8)
Number of Economically Disadvantaged Students	224
Free and Reduced Lunch Rate	77%
Number of Students Enrolled in Special Education Services	68
Number of Students w/Limited English Proficiency	15
% of Children NOT Consistently Meeting Readiness Standards for First Grade (2006-2007)	23
% of Economically Disadvantaged Children NOT Measuring Proficient on the Palmetto Achievement Challenge Test in Grade 3 (2006-2007)	ELA (73%), Math (97.5%)
Number of Students Failing Grades 1-3 (2006-2007)	12
Selection Criterion 1, Factor 2- Data Specific to Four Year Old Enrollment	
Number of Existing Classrooms	1
Hours Per Day	6.5 hours, Full Day
Current Enrollment	20
Teacher Student Ratio (Does not include paraprofessional)	1:20
Teacher Experience (Start Dates)	Class A: 8/1996
Composition	White (15)
	African American (25)
	Hispanic (0), Other (0)
Number of Economically Disadvantaged Students	13
Free and Reduced Lunch Rate	65%
Number of Students Enrolled in Special Education Services	0
Number of Students w/Limited English Proficiency	0
Number of At Risk Children on Waiting List	0
Current Assessments	DIAL 3
Selection Criterion 2, Factor 2, Purpose 1	
Number of Equipped Classrooms	1
Student Attendance Rate	95.4%
Teacher Attendance Rate	92.9%
Minimum Teacher Qualifications: BS Degree in Education, SC Teaching Certificate in Elementary or Early Childhood Education	
Total Number of ERF Teachers and Paraprofessionals	1 Teacher, 1 Paraprofessional
Global Assessments, Accreditations, Recognitions: SACS Accreditation, Palmetto Silver Award, Recipient of Alternative Technical Assistance and School Renewal Grants	

Proposed Center of Excellence	**Merriwether Elementary 565 Spring Haven Road North Augusta, SC 29860**
Selection Criterion 1, Factor 2- School Wide Data	
Total Enrollment (4 year old child development program through 5th grade)	757
Composition	White (557)
	African American (171)
	Hispanic (14)
Number of Economically Disadvantaged Students	354
Free and Reduced Lunch Rate	47%
Number of Students Enrolled in Special Education Services	93
Number of Students w/Limited English Proficiency	6
% of Children NOT Consistently Meeting Readiness Standards for First Grade (2006-2007)	15%
% of Economically Disadvantaged Children NOT Measuring Proficient on the Palmetto Achievement Challenge Test in Grade 3 (2006-2007)	ELA (46.9%), Math (77%)
Number of Students Failing Grades 1-3 (2006-2007)	7
Selection Criterion 1, Factor 2- Data Specific to Four Year Old Enrollment	
Number of Existing Classrooms	1 currently, 1 proposed
Hours Per Day	6.5 hours, Full Day
Current Enrollment	20
Teacher Student Ratio (Does not include paraprofessional)	1:20
Teacher Experience	Class A: 8/1990
Composition	White (14)
	African American (5)
	Hispanic (1), Other (0)
Number of Economically Disadvantaged Students	15
Free and Reduced Lunch Rate	75%
Number of Students Enrolled in Special Education Services	2
Number of Students w/Limited English Proficiency	1
Number of At Risk Children on Waiting List	35
Current Assessments	DIAL 3
Selection Criterion 2, Factor 2, Purpose 1	
Number of Equipped Classrooms for Four Year Olds	1
Student Attendance Rate	96%
Teacher Attendance Rate	94.9%
Minimum Teacher Qualifications: BS Degree in Education, SC Teaching Certificate in Elementary or Early Childhood Education	
Total Number of ERF Teachers and Paraprofessionals	1 Teacher, 1 Paraprofessional
Global Assessments, Accreditations, Recognitions : SACS Accreditation	

Proposed Center of Excellence	**GLEAMNS Head Start Center 141 S. E. Diggs Street Trenton, SC 29847**
Selection Criterion 1, Factor 2	
Total Enrollment (3 and 4 year old child program)	115
Composition	White (12)
	African American (103)
	Hispanic (0)
Number of Economically Disadvantaged Students	104
Free and Reduced Lunch Rate	94.7%
Number of Students With Special Needs	2
Number of Students w/Limited English Proficiency	1
Current Assessments	DIAL 3
Selection Criterion 2, Factor 2, Purpose 1	
Number of Equipped Classrooms	6
Hours Per Day	6.5 hours, Full Day
Teacher Student Ratio (Does not include paraprofessional)	1:20
Number of Equipped Classrooms	2
Rate of Daily Attendance	96.55%
Staff Turnover Rate	1%
Current Teacher Qualifications and Length of Employment Classroom 1: B.A. Psychology employed 2 years Classroom 2: A.A. Early Childhood employed 8 years Classroom 3: A.A. Early Childhood Education employed 4 years Classroom 4: A.A. Early Childhood Education employed 6 years Classroom 5: A.A. Early Care and Education employed 1 year Classroom 6: A.A. Early Childhood Education Three additional teachers are currently pursuing BA Degrees	
Total Number of ERF Teachers and Paraprofessionals	6 Teachers, 6 Paraprofessionals
Global Assessments, Accreditations, Recognitions: NAEYC Accreditation	

End Notes
Appendix B

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Bridget Creel Clark

(b)(6)

OBJECTIVE:
My professional objective is to obtain a district level job serving as an instructional leader for teachers. I would also welcome an opportunity to use my expertise to help struggling and at-risk students become successful in the public school setting.

Employment History:

Principal
Johnston Elementary School
1996-present

Principal
Johnston Primary School
1990-1996

Assistant Principal
Johnston Primary School, Johnston Elementary School
1988-1990

Assistant Principal
Johnston Primary School, Douglas Elementary School
1987-1988

Principal Apprentice
Johnston Primary School
1987-1988

1st grade teacher
Johnston Primary School
1984-1887

1st grade teacher
W.E. Parker Elementary School
1981-1984

Title One teacher/Lab Manager
W.E. Parker Elementary School
1980-1891

Title One Teacher
W.E. Parker Elementary School
1978-1980

Title One Lab Paraprofessional
W.E. Parker
!977-1978

EDUCATION:

Masters Plus 30, Educational Administration

University of South Carolina, 1984

Master of Education in Early Childhood Education

University of South Carolina, 1979

Bachelor of Science in Sociology/Minor in Social Work

Georgia Southern College, 1974

CERTIFICATION:

Early Childhood Education
Psychology
Elementary Principal
Elementary Supervisor

Professional Involvement/Achievements:

National Association of Supervision and Curriculum Development, Member
SC ASCD, Member
SCASA Member, S. C. Association of School Administrators, Elementary Division
PET Trainer
ADEPT Trained
SAFE-T trainer
Crisis Intervention Trained
Professional Assault Response Training (PART)
PBIS trained (Positive Behavior Intervention Supports)
Exemplary Writing School Winner
S.C. Teachers of Mathematics, Member

International Reading Association, Member
S.C. Science Council, Member
Edgefield County Strategic Planning Committee/Team leader
Attended Assessment Center

Civic Involvement/Achievements:

Johnston Elementary School PTO, Member
First Baptist Church North Augusta, Member
Johnston Development Board Member
Edgefield County First Steps Executive Board Member
Johnston Friends of the Library, Chairman
Jaycee Outstanding Teacher for the Year Award Winner

REFERENCES:

Dr. Sharon Keesley, Retired Superintendent
Edgefield County Schools
(b)(6)

Dr. David Mathis
Aiken County School District
1000 Brookhaven Drive
Aiken, SC 29803

Mrs. Diane Murrell
(b)(6)

Mr. Bruce Lee
Douglas Elementary School
215 S.E. Diggs Road
Trenton, SC 29840

LENA R. BAKER
(b)(6)
Home: (b)(6) Work (803)275-4158
Email: (b)(6)

EDUCATION

University of South Carolina Aiken, B.A. in History, Minor in English, 1988, GPA 3.99

- Recognized as Outstanding Student in History, May 1988
- Magna Cum Laude Graduate, President's Honor Roll

Parents as Teachers, Certified Supervisor/ Parent Educator, October 1999

SUMMARY OF QUALIFICATIONS

- Experienced in the design, implementation and oversight of federal grant programs.
- Seventeen years experience in social service and educational counseling to individuals from diverse socioeconomic backgrounds.
- Nine years of occupational and career counseling experience in various capacities in the welfare reform and workforce investment arenas.
- Exceptional performance record throughout professional career.
- Effective broker of community resources.
- Staff development/training background.
- Additional training in Infant/Toddler High/Scope; nationally recognized family literacy assessment instruments (PEP, TABE, OUNCE, PPVT-III, PALS, ASQ); nationally sponsored Even Start training in program administration, early childhood education, and interactive literacy; and Equipped for the Future.

PROFESSIONAL EXPERIENCE

Edgefield County School District, Edgefield, SC July 1998-Present
Act 135/Even Start Family Literacy Coordinator

- Expanded existing Act 135 Parenting/Family Literacy Program with emphasis on providing comprehensive services
- Provided programmatic oversight and administration for program
- Forged productive partnerships with community service providers
- Gained insight into strategic planning through direct involvement in service provision to at-risk families of children, ages birth through five
- Scheduled speakers, group meetings, developmental screenings, and numerous other program activities
- Directed targeted recruitment and retention efforts
- Successfully wrote grants to ensure program sustainability
- Coordinated professional development activities

- Designed and implemented recruitment, retention, and evaluation plans
- Served in a technical assistance capacity for the State Department of Education

LOWER SAVANNAH COUNCIL OF GOVERNMENTS, Aiken, SC Jan.1998-July 1999
Welfare-to-Work (WtW) Coordinator / Monitor

- Developed instructions, policies, and implementation procedures for the $1.9 million Welfare-to-Work formula grant program
- Served as program liaison to all six county Department of Social Services (DSS) within the service delivery area
- Coordinated the referral and eligibility process with DSS and WtW staff
- Developed reporting forms and tracking systems necessary to communicate vital participant data to State authorities
- Create WtW worksite agreements, on-the-job training contracts, and monitoring instruments
- Conducted programmatic and equal opportunity monitoring on JTPA and WtW providers to ensure regulatory compliance
- Scheduled, prepared, and conducted technical assistance for regional training, service provider meetings, and a Southeastern Employment and Training Conference workshop
- Compiled and presented program and performance summaries to the Workforce Development Board
- Active in recruitment and community awareness campaign

Aiken Technical College, Aiken, SC January 1997-January 1998
JTPA Case Manager/ Title III Dislocated Worker Program

- Assisted dislocated workers in assessing individual strengths and barriers as they developed an appropriate retraining plan.
- Counseled and encouraged students during the period of stressful transition from the workplace to a classroom training environment.
- Pinpointed and secured community resources to address the identified needs of the students.
- Located educational providers throughout the country to obtain learning opportunities for students.
- Maintained and reviewed 100 participant files without any citations for non-compliance.
- Achieved JTPA performance standards.
- Performance led to professional career opportunity with administrative entity for JTPA/ WTW programs.

South Carolina Department of Social Services, Aiken, SC May 1990-October 1996
Social Services Specialist II

- Interviewed applicants to determine eligibility for TANF, Food Stamps, and TANF-related Medicaid programs.
- Maintained files of over 350 recipients without any agency-related quality control errors.

- Effectively located services for applicants and recipients in critical areas such as domestic abuse, parenting, substance abuse, mental health, and medical services.
- Developed productive relationships with other service programs and organizations within the community
- Responsible for professional development plans for new and existing personnel.

AFFILIATIONS

- Serves as invited member of SC Family Literacy Advisory Council and DOE Trainer
- Served as trainer in family literacy program leadership and management for the SC Department
  of Education
- Serves as First Steps to School Readiness Board Member- Previous Vice Chairperson, Grant writer
- Member of NAEYC and Reading Excellence Partnership

References are available upon request

Robert J. Popp, Ph.D.

Partnership for Family Education and Support
4949 Old Brownsboro Road, # 284
Louisville, KY 40222
502-426-0446 (o)
502-426-0655 (fax)

Employment

8/94 - present Executive Director
Partnership for Family Education and Support; Louisville, KY
Current projects include: Independent evaluator for two Early Reading First grants in Kentucky; conducting the independent evaluation of the Breckinridge County, KY Reading First program; developing and delivering evaluator training to increase statewide capacity for quality evaluation of literacy programs in South Carolina; evaluation of South Carolina's Statewide Even Start program.

9/92 - 8/94 Executive Director
OR Associates; Louisville, KY
Projects included external evaluations for community-based and school-based family literacy programs in Virginia, Illinois, Kentucky, Texas, and Washington; research consultant for medically-based early intervention family program in Kentucky; and consultant for developers of Even Start grants, reapplication grants, and project submissions to the National Diffusion Network/Program Effectiveness Panel. Served as reviewer for the journal Educational Studies.

7/90 - 9/92 Director of Research
National Center for Family Literacy; Louisville, KY
Designed and implemented research and evaluation projects in the areas of family literacy, workplace literacy, and the use of technology in literacy programs for adults and children.

7/88 - 7/90 Evaluator
Kenan Trust Model Literacy Sites; Kentucky and North Carolina
In collaboration with Dr. Andrew Hayes, conducted field-based studies of family literacy programs located in seven sites in North Carolina and Kentucky.

9/88 - 6/89 Research Assistant
Office of Medical Education; University of Virginia Medical School
Participated in the design of research studies; managed a database and performed data analysis.

10/86 - 5/88 Instructional Designer
Ivy Software; Charlottesville, VA
Designed instructional software for business and educational applications; clients included Lotus Corporation and IBM.

8/85 - 5/88 Graduate instructor
University of Virginia
Designed and taught graduate level classes in measurement and theories of learning.

9/75 - 6/85 Teacher
Richmond, VA Public Schools
Taught a self-contained class for emotionally disturbed children and learning disabled children. Developed and delivered specialized reading programs to address multiple special needs of students.

7/73 - 7/75 Teacher Corps Intern
Virginia Teacher Corp Consortium; Richmond, VA

Developed a parent training program that focused on parental support of children's reading skills. Delivered the training, developed individual educational plans for families included in the initial study of the training program, and trained school personnel as trainers so the program could be replicated.

Education

9/85 - 5/92 University of Virginia; Charlottesville, VA
Ph.D. in educational psychology with supporting areas in instructional design and research.

5/73 - 5/75 Virginia Commonwealth University; Richmond, VA
M.Ed. in education; Internship through Virginia Teacher Corps Consortium

9/69 - 5/73 Washington and Lee University; Lexington, VA
B.A. in economics

Recent Presentations and Projects

- Evaluator for four Early Reading First programs that have been funded in the state of Kentucky. Designed evaluations that addressed federal reporting requirements for ERF as well as the program improvement needs of individual projects.
- Consultant for South Carolina State Department of Education. Developed the South Carolina Family Literacy Online Information System (FLOIS), a web-based information system for literacy programs statewide. Trained staff from all South Carolina school districts in the use of the system. Providing consultation on the development of an integrated training and evaluation system for literacy programs.
- Evaluator for the Kentucky Parent Information Resource Center (KYPIRC), a federally funded grant to provide statewide information, training, and technical assistance in meeting NCLB's mandate to inform and serve parents.
- Invited presenter at the Goodling Institute for Research in Family Literacy training on evaluation of family literacy programs; Harrisburg, PA; June 11, 2004
- Awarded a research grant by the US Department of Education, Office of Migrant Education, to study the effectiveness of migrant education programs in increasing the literacy skills of young children.
- Statewide evaluator for Kentucky Even Start family literacy programs. Designed a web-based data collection system for Even Start that is being implemented through the Kentucky Department of Education.
- Designed and implemented a research study of the Equipped for the Future instructional model in four South Carolina family literacy sites. The study was funded by the South Carolina Department of Education.
- Designed and implemented longitudinal studies of families who participated in Even Start and other family focused programs.
- Designed and implemented the Progressive Pediatrics study, in conjunction with the University of Louisville Medical School. In this study, doctors and residents were trained to introduce storybook

reading to parents and children during well child check-ups in urban clinics. This research contributed to the growing literature supporting the national Reach Out and Read program begun by Dr. Robert Needlman.

- Designed and implemented national evaluation of 15 family literacy sites, through a grant from Toyota Motors. Continued development of the knowledge base related to how intervention programs influence families.

- Designed and implemented full-scale evaluation of Kenan Trust Model Family Literacy Programs in Kentucky and North Carolina. Even Start programs, which were later funded by Congress, were based on the Kenan Model.

- Conducted a follow-up study of families who participated in Kenan Model Family Literacy Programs; documented school success of children who participated in the programs.

- Designed and implemented an evaluation of the use of technology in family literacy programs nationwide; conducted a study of the use of telecommunications in family literacy programs.

- Designed and implemented an evaluation of five workplace literacy programs in Louisville, KY; developed instruments applicable to evaluation of workplace literacy programs.

- Conducted research on dropouts through a grant from the National Center for Adult Literacy, housed at the University of Pennsylvania.

- Maintained an on-line technical assistance program with family literacy programs nationally, through a grant from Apple Corporation. Model sites were based in North Carolina, Indiana, Utah, and Oregon.

EDGEFIELD COUNTY
FIRST STEPS
Getting children ready for school.
P O Box 295
Edgefield, SC 29824

Dr. Mary Crenshaw
Edgefield County School District
P.O. Box 608
Edgefield, SC 29824

Dear Dr. Crenshaw:

As the Executive Director of the Edgefield County First Steps to School Readiness program, I am forwarding this letter of support to the Edgefield County School District for the PEACH project on behalf of our Board of Trustees.

Edgefield County First Steps commits to being a part of the Executive Board of the PEACH project and will provide ECERS evaluations annually. We look forward to working with the Edgefield County School District and Head Start as we strengthen early childhood programs in our community. We appreciate this opportunity to acquire additional funding to expand our training and programs so we will have a greater impact on our youngest citizens.

I welcome any questions you may have about Edgefield County First Steps and can be contacted at 803-275-0800 (office) or (b)(6) (home). I look forward to our newest partnership.

Sincerely,

Candi Lalonde
Executive Director
Edgefield County First Steps

GLEAMNS Human Resources Commission, Inc.
GLEAMNS Head Start
Post Office Box 1326
Greenwood, South Carolina 29648

Telephone: (864) 223-8434
Telefax: (864) 223-9150

June 9, 2008

Dear Ms. Baker:

The GLEAMNS Human Resources Commission is excited to partner with the Edgefield School District and Edgefield First Steps Program in the PEACH (Partnership for Educational Achievement in Centers and Homes) Project. As the Head Start Director for Head Start Programs in a ten county region of South Carolina, our agency is keenly aware of federal accountability measures and the tremendous need for intensive preschool language and literacy interventions. Through this partnership effort, we can pool our resources and expertise with all other providers of preschool intervention programs in Edgefield County to ensure that low-income children enter school with critical pre-reading skills.

As outlined in the proposal, our Edgefield Head Start Center is committed to the following activities and project features:

- Year round operation (46 weeks);
- Use of the Building Language for Literacy Curriculum in all classrooms;
- Providing time for all staff to attend professional development in reading research and its classroom applications;
- Working with literacy coaches daily to improve the quality of classroom environments and teaching;
- Using all required instruments for assessments of children, classrooms, and teachers to plan instruction;
- Using scores to complete annual action plans for improved student and program outcomes.
- Details of the project have been provided to the center's instructional and administrative staff. Personnel are supportive of this initiative and look forward to having additional training and resources available for instruction.

Sincerely,

Elaine F. Kennedy

Elaine F. Kennedy,
GLEAMNS Head Start Director

June 5, 2008
Pat McKee
Early Reading First
400 Maryland Avenue, SW, Rm 3C138, FB-6
Washington, DC 20202-6132

Dear Ms. McKee:

The Extended Campus of the University of South Carolina is pleased to be a professional development partner in the PEACH PROJECT. Through our offering the Master of Education in Language and Literacy in the Edgefield community, teachers will be able to participate in rigorous and ongoing professional development in weekly sessions to glean scientific based knowledge and to use that knowledge to scaffold their classroom practices.

The three year M. Ed. program will also afford teachers an opportunity to develop a professional development community which will enable them to continue their research based practices long after the program is complete.

Sincerely,

Dr. Tamara S. Powell
Director, Midlands Region
Extended Campus
powellts@gwm.sc.edu
803-777-0884

Letter of Support

As indicated by their signatures, both administrators and teachers at the five proposed Preschool Centers of Excellence are committed to Early Reading First goals noted below:

- To support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research

- To provide preschool-age children with cognitive learning opportunities in high-quality language and literature-rich environments so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond

- To demonstrate language and literacy activities based on scientifically based reading research that support the age-appropriate development of

  -Oral language (vocabulary, expressive language, listening comprehension)
  -Phonological awareness (rhyming, blending, segmenting)
  -Print awareness
  -Alphabetic knowledge

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

Merriwether Elementary

Principal: _____

Instructional Staff: Barbara McMillan, Brandie S. Rodgers

W.E. Parker Elementary

Principal: Gaye W. Holmes

Instructional Staff Amy L. Wilhelm, Jocelyn Abney, Michelle Kemp

Johnston Elementary

Principal: Bruce C. Clark

Instructional Staff: Janet W. Reames Lisa Long

Douglas Elementary

Principal: Y. Bruce Lee

Instructional Staff: Julie W. Jackson / Lesley J. Dain
Melinda Zipf

South Carolina
Department of Education

Together, we can.

Jim Rex
Superintendent of Education

August 10, 2007

INDIRECT COST NEGOTIATION AGREEMENT

The indirect cost rates contained herein are for use on grants and contracts with the Federal Government to which the Office of Management and Budget Circular A-87 applies subject to the limitations contained in the circular and in Section II A below. The rates were negotiated by **Edgefield County School District** and the South Carolina Department of Education in accordance with the authority granted to the South Carolina Superintendent of Education by the Office of Management and Budget and the United States Department of Education.

Section I: Rates

Effective Period					
Type	From	To	Unrestricted	Food Service	Restricted
Fixed	07-01-07	06-30-08	16.28	13.52	2.11

Section II: General

A: Limitations

Use of rates contained in this agreement are subject to any applicable statutory limitation. Acceptance of the rates agreed to herein are predicated upon the condition: (1) that no costs other than those incurred by the local education agency were included in its indirect cost rate proposal and that such costs are legal obligations of the local education agency, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, and (3) that similar types of costs have been accorded consistent treatment. Full responsibility is assumed by the LEA for settlement of any audit questions arising as a result of the data contained in its indirect cost rate proposal.

By the Authorized Representative for the
South Carolina Department of Education

Melissa A. Austin

Melissa A. Austin, Audits Manager
Office of Finance
District Auditing and Field Services Section
South Carolina Department of Education

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **7118-Mandatory_ERF_Full_Appl._Budget_Narrative.doc**

PR/Award # S359B080036

The School District of Edgefield County
BUDGET NARRATIVE

PERSONNEL	BASIS	YEAR 1	YEAR 2	YEAR 3
Project Director- 100% of time allocated to the project -240 days				
Duties: Provides oversight of program services to ensure the ERF statutory purposes and additional grant obligations are met; provides classroom oversight to ensure that curriculum fidelity is maintained; manages all fiscal activities of the program to maintain compliance with ERF guidelines, OMB Circulars, and grant obligations; files all programmatic and financial reports as required; works with instructional team and independent evaluator to lead ongoing continuous improvement efforts; and maintains all personnel records and evaluates staff performance.	Salary is comparable to average District level program administrators (e.g. Title I, Special Services, Technology, etc.)	**$75, 000**	**$77,625**	**$80,342**
Parent Involvement Coordinator- 50% of time allocated to project (20 hours minimum per week)-240 days				
Duties: Provides oversight of all aspects of the parent involvement component of the PEACH Project to include supervision of home visit personnel, monthly parent meetings, monthly home visits, and assessments including CHELLO and Parent Education Profile; assists project director with data collection and all federal reporting requirements; assists with continuation applications as necessary; links ERF services provided through the program with District's existing family literacy initiative; and assists project director with development of ongoing continuous improvement plans and coordination of all PD.	Salary is based on 50% of present 240 day contract.	**$25,540**	**$26,434**	**$27,359**
Team Literacy Coaches- 100% of time allocated to the project- A total of four literacy coaches; one for each team.-(240days)				
Duties: Provide six hours embedded PD weekly in each of assigned classrooms to ensure content and instructional strategies are based in SBRR; prepare and provide monthly team training on upcoming curriculum unit, SBRR, and environment; lead literacy team planning and continuous improvement efforts; supervise the assessment of children enrolled in his or her COE classroom by external team; meet with project director twice monthly to discuss implementation, child/class/team progress, identify challenges and assist in problem solving strategies, and identify training objectives based on classroom observations; and coordinate child transition planning.	Salary based on District scale ($57,545) for Master's level teacher with five years experience multiplied by four positions	**$230,180**	**$238,236**	**$246,574**

PR/Award # S359B080036

Parent Educators- 100% of time allocated to the project. -A total of four parent educators; one for each team (240 days)				
Duties: Recruit and enroll parents into the home visitation component; plan and present monthly parent involvement sessions for their respective literacy team; prepare and conduct monthly home visits using the BLL curriculum guide for parent involvement; work in unison with literacy coaches and teachers to ensure communication between family and school; assist with child transition planning; complete home environmental and parenting assessment on home visit families and use these scores to guide instructional planning for the family unit; and participate actively in all PD and provide into continuous improvement efforts.	Salary based on District Scale ($30,862) for entry salary personnel with B.A Degree multiplied by four positions	**$123,448**	**$127,769**	**$132,241**
Early Childhood Teacher and Teacher assistant to staff one classroom added to Merriwether Elementary COE-240 days				
Duties: Planning intentional instruction across all domains for preschool children; actively participating in professional development and using curriculum and strategies to improve child outcomes; coordination of efforts with child's family	Salary based on District scale for 4K teachers and paraprofessionals	**$43,861 (T)** **$23,520 (A)**	**$45,396 (T)** **$24,343 (A)**	**$46,985 (T)** **$25,195 (A)**
Project Administrative Assistant-100% of time allocated to project, 240 days				
Duties: provide general office support for administrative staff to include filing; reception responsibilities; typing reports; etc. Salary is based on existing District scale for position.	Salary based on District scale	**$23,520**	**$24,343**	**$25,195**
Additional personnel costs for after hours training, substitute pay, and extending contracts for all preschool teachers				
After hours training sessions for instructional staff to attend after hours monthly professional development sessions (26 staff attending 12 sessions)	$50.00 per session.	**$15,600**	**$15,600**	**$15,600**
Substitute pay to enable teachers and assistants to attend ongoing professional development (i.e. 26 staff attending approximately fifteen professional development days year 1; 12 days year 2 and 3)	Sub rate of $50.00 per day.	**$19,500**	**$15,600**	**$15,600**
Summer pay for all staff employed in all thirteen COEs- Current instructional staff salaries paid locally divided by contractual days (190) times additional 50 days added to contract to facilitate summer operations	Salary schedules of existing staff	**$141,866**	**$146,831**	**$151,970**
TOTAL PERSONNEL- Yrs. 2 and 3 include COL raises		**$722,035**	**$742,177**	**$767,061**

The School District of Edgefield County
BUDGET NARRATIVE

FRINGE		**Year 1**	**Year 2**	**Year 3**
Note: Personnel cost multiplied by indicated rates BC/BS based on average multiplied by 12.5 FTEs in project budget	Anticipated Blue Cross/ Blue Shield 12.5 FTEs	**$62,500**	**$62,500**	**$62,500**
	Dental (150X 12.5)	**$1,875**	**$1,875**	**$1,875**
	Retirement (12.2%)	**$88,088**	**$90,546**	**$93,581**
	FICA (7.65%)	**$55,236**	**$56,777**	**$58,680**
	Workmen's Comp.(.64%)	**$4,621**	**$4,750**	**$4,909**
TOTAL FRINGE		**$212,320**	**$216,448**	**$221,545**

TRAVEL		**Year 1**	**Year 2**	**Year 3**
Administrative Travel	County-based travel necessary to administer site services Twice weekly trips to all sites from district office	**$3,000**	**$3,000**	**$3,000**
	Travel for adm. oversight of parent involvement	**$1,200**	**$1,200**	**$1,200**
	Out of district PD (ERF Conferences- hotel accommodations, per diem, flight or mileage)- 2 attendees annually	**$4,000**	**$4,000**	**$4,000**
Instructional Travel	Monthly Home visit travel to 20 families per parent educator year.	**$3,000**	**$5,000**	**$5,000**
	Literacy coach travel to assigned COEs (appr. 35 miles pr/wk)	**$5,000**	**$5,000**	**$5,000**
	Instructional travel to monthly and quarterly(instructional staff in 13 classrooms)	**$1,750**	**$1,750**	**$1,750**
	Out of district PD (ERF Conferences- hotel accommodations, per diem, flight or mileage)- 4 attendees annually	**$8,000**	**$8,000**	**$8,000**
Pupil Summer Transportation	Cost of bus pr/mile (projected .70 X 75 miles per day) and gas	**$15,000**	**$15,000**	**$15,000**
TOTAL TRAVEL	Travel based on District rates (.505 mileage, $32.00 per diem) and 48 week operation	**$40,950**	**$40,950**	**$40,950**

The School District of Edgefield County
BUDGET NARRATIVE

EQUIPMENT	Year 1	Year 2	Year 3
10 computers for project staff (purchased through District contract w/ Dell)	$12,000	$00.00	$00.00
TOTAL EQUIPMENT	$12,000	$00.00	$00.00

SUPPLIES	Year 1	Year 2	Year 3
Scholastic's BLL Curriculum (13 classroom copies, 2 administrative copies, 1 evaluation copy-Yr1 ; Replacement due to days 3 copies-Yr 3) – Based on publisher's cost	$18,750	$3,000	$3,000
Classroom environment materials (i.e. center props that promote literacy, posters, writing utensils, soft reading areas, wall charts, etc) – 13 classrooms X $750 per room-yr 1, Yr 2 and 3 replacement of damaged items and areas identified by ELLCO	$13,000	$5,000	$5,000
Classroom Reading Readiness Libraries- 30 books per room ($450 X 13). Replacement Costs Year 2 and 3	$5,850	$1,000	$1,000
Assessment materials and supplies (PPVT III, PALS PreK, PEP, CLASS, ELLCO, CHELLO, IGDIs, ECERS- Used publisher's rates to calculate costs; Yr. 2 and 3 reflect ongoing materials for assessment (i.e. recording sheets, revised editions as fed. approved)	$10,000	$3,000	$3,000
Supplies (paper, writing utensils, pens, etc) for instructional home visits and parent meetings	$3,500	$3,500	$3,500
Office Supplies (copy paper, pens, files, labels, postage, printer cartridges, etc.)	$6,000	$4,000	$4,000
TOTAL SUPPLIES	$57,100	$19,500	$19,500

CONTRACTUAL	Year 1	Year 2	Year 3
Scholastic's BLL curriculum start-up training, annual fidelity oversight, and quarterly curriculum related professional development seminars – Based on publisher's existing costs	$24,500	$20,000	$20,000
Assessment training (PPVTII, PALS-PreK, ELLCO, CHELLO, PEP, IGDI, CLASS) for administrative, instructional, and external assessment personnel- Based on publisher's rates.	$15,000	$2,500	$2,500
SBRR professional development provided by the University of South Carolina and nationally recognized experts	$65,000	$65,000	$65,000

The School District of Edgefield County
BUDGET NARRATIVE

Tuition reimbursements designed to bring Head Staff to highly qualified standards	**$14,000**	**$14,000**	**$14,000**
External Assessment Team (5 members) contracted by project, guided be ext. evaluator, to conduct child and class performance assessments (Estimated 375 hrs at $25 pr/hr)	**$22,000**	**$22,000**	**$22,000**
ECERS Assessment Contract with First Steps 13 classrooms annually @$750 per room	**$9,750**	**$9,750**	**$9,750**
External Evaluation Contract for services outline in Evaluation section of grant	**$110,000**	**$110,000**	**$110,000**
TOTAL CONTRACTUAL	**$260,250**	**$243,250**	**$243,250**

OTHER	**Year 1**	**Year 2**	**Year 3**
Postage for office/home visits communications	**$450**	**$450**	**$450**
Copier Lease Agreement	**$3,500**	**$3,500**	**$3,500**
Printing for program fliers and reports	**$750**	**$750**	**$750**
Evening Parent Meeting Needs (i.e. beverage, snacks) 48 mtgs annually X $25 per mtg.	**$1,200**	**$1,200**	**$1,200**
OTHER	**$5,900**	**$5,900**	**$5,900**

INDIRECT COSTS	**Year 1**	**Year 2**	**Year 3**
LEA approved rate for ERF 2.11% to cover cost of summer utilities, custodial services and janitorial supplies at five COEs	**$27,653**	**$26,760**	**$27,392**
INDIRECT COSTS			

TOTAL DIRECT COSTS	**$1,310,555**	**$1,268,225**	**$1,298,206**
TOTAL INDIRECT COSTS	**$27,653**	**$26,760**	**$27,392**
TOTAL PROJECT COSTS	**$1,338,208**	**$1,294,985**	**$1,325,598**
TOTAL THREE YEAR COST			**$3,958,791**